REPORT RESUMES

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REPORTS ON READING AND THE DISADVANTAGED--ELEMENTARY LEVEL.
BY- HARRIS, LARRY A.
INDIANA UNIV., BLOOMINGTON, ERIC CH. ON READING
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DESCRIPTORS- *RESEARCH REVIEWS (PUBLICATIONS), *EDUCATIONAL PROGRAMS, *READING PROGRAMS, *CULTURALLY DISADVANTAGED, *ELEMENTARY GRADES, ABSTRACTS, READING RESEARCH, DISADVANTAGED YOUTH,

A LISTING OF READING PROJECTS AND REPORTS RELATED TO EDUCATIONAL PROGRAMS FOR THE DISADVANTAGED IS PRESENTED. THE "EDUCATOR'S COMPLETE ERIC HANDBOOK" WAS REVIEWED, AND THE ITEMS RELATING TO READING AND THE DISADVANTAGED WERE SELECTED FOR INCLUSION. THE BIBLIOGRAPHY LISTS 164 INFORMATIVE DOCUMENTS ON READING AND THE DISADVANTAGED AND COVERS A VARIETY OF TOPICS AND PROBLEMS INCLUDING GENERAL DESCRIPTION, CURRICULUM GUIDES, MATERIALS, IMPLEMENTATION, ASSUMPTIONS, EVALUATION, AND GENERAL DISCUSSIONS OF ISSUES. EACH ENTRY INCLUDES CITATION DATA, INDEX TERMS, AND A DESCRIPTIVE ABSTRACT OF THE CONTENTS OF THE DOCUMENT. THE MAJORITY OF THE REPORTS HAS EMERGED FROM THE EXPERIENCE OF 23 MAJOR SCHOOL DISTRICTS IN THE GREAT CITIES PROGRAM. ALL DOCUMENTS REPORTED ARE AVAILABLE FROM NATIONAL CASH REGISTER, ERIC DOCUMENT REPRODUCTION SERVICE, 4936 FAIRMONT AVENUE, BETHESDA, MARYLAND 20014. COMPLETE INFORMATION ABOUT MICROFICHE AND HARD COPY PRICES IS INCLUDED WITH EACH DOCUMENT ALONG WITH THE ED NUMBER NECESSARY FOR ORDERING THE DOCUMENT. (AUTHOR)

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ERIC/CRIER READING REVIEW SERIES

Volume 1 Bibliography 7

Reports on Reading and the Disadvantaged: Elementary Level

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The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes, and disseminates significant research, information, and material on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

April, 1968

The ERIC/CRIER Reading Review Series has been created to disseminate the information analysis products of the Clearinghouse. Analysis of information can take place on a broad continuum ranging from comprehensive reviews of the state of the knowledge in a given area to bibliographies of citations on various topics. Four genres of documents appear in the Reading Review Series. The first type includes bibliographies, with descriptive abstracts, developed in areas of general interest. The second type consists of bibliographies of citations, or citations and abstracts, developed on more specific topics in reading. The third type provides short, interpretive papers which analyze specific topics in reading using the existing information collection. The final genre includes comprehensive state-of-the-art monographs which critically examine given topics in reading over an extended period of time.

Reports on Reading and the Disadvantaged: Elementary Level provides a listing of reading projects and reports related to educational programs for the disadvantaged. The Educator's Complete ERIC Handbook*** was reviewed and the items relating to reading and the disadvantaged selected for inclusion. The bibliography lists 164 informative documents on reading and the disadvantaged, and covers a variety of topics and problems including: general descriptions, curriculum guides, materials, implementation, assumptions, evaluation, and general discussions of issues. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. The majority of the reports have emerged from the experience of 23 major school districts in the Great Cities Program. All documents reported are available from National Cash Register, ERIC Document Reproduction Service, 4936 Fairmont Ave., Bethesda, Md. 20014. Complete information on microfiche and hard copy prices is included with each document along with the ED number necessary for ordering the document.

*** Educator's Complete ERIC Handbook 1967 ($29.95) 862pp., can be ordered from Prentice-Hall, Englewood Cliffs, New Jersey. A complete microfiche set of the 1,746 documents in the Handbook can also be ordered for $230.00 from ERIC Document Reproduction Service, 4936 Fairmont Ave., Bethesda, Md. 20014.

1. ED 001 005
The Role of the Reading Coordinator: Manual for Reading Coordinators.
By: McNeil, Shirley
Detroit, Mich.: Detroit Public Schools, Great Cities School
Improvement Program. Pub Date: Feb 1965
EDRS Price MF-$0.25 HC-$0.28 6P.

Descriptors: Reading Coordinators, Guidance, Demonstrations, Testing, Pupil Enrichment, Liaison Duties, Corrective Work, Consultants, Coordinator Roles, Responsibilities, Coaching Teachers, Duties, Language Arts, Detroit, Great Cities.

An important part of the Reading Coordinator's task is concerned with corrective work in the language arts. Coordinators serve as consultants to teachers. In addition, they may be expected to work with small groups of underachievers to motivate and stimulate them to meet school requirements with some degree of success. Work may involve guidance and counseling, therapeutic instruction, planning and evaluating of progress and achievement, and developing new materials as needed. Through conferences, demonstration lessons, inservice meetings and discussions, the coordinator will assist classroom teachers with methods and materials as requested. Work should be with the entire faculty. From student records, the coordinator will get a "picture" of the child, and will help administer tests to determine deficiencies. A program of instruction should be provided to meet the needs of culturally different youth, to help each child attain some measure of success, instill confidence in pupils, and help teachers enrich their experiential backgrounds. Related duties include maintaining liaison with speech teachers and informing parents of the special help given to the children. The program should be housed in a permanent room where all books, magazines and other necessary teaching aids and professional literature will be available.

2. ED 001 012
Independent Reading Activities.
By: Ciotti, Rita & Kravitz, Ida
Philadelphia, Pa.: Philadelphia Public Schools, Great Cities
School Improvement Program. Pub Date: Dec 1960
EDRS Price MF-$0.25 HC-$1.00 24P.

Descriptors: Reading Activities, Elementary Education, Teaching Methods, Teaching Aids, Great Cities, Teacher Guide, Independent Reading.

It was determined that independent reading activities should basically grow from and be related to the reading materials being used in the developmental lessons. They may also include materials of a nature so as to provide worthwhile practice, concept building, or enrichment learnings. Many recommended examples of suitable reading activities at varied levels of elementary education (i.e. primary level and intermediate level) are given.

3. ED 001 014
Ford Projections: The Ford Foundation Project Schools Newsletter.
Philadelphia, Pa.: Philadelphia Public Schools, School-Community Relations Office. Pub Date: May 1961
EDRS Price MF-$0.25 HC-$0.88 20P.

Descriptors: Ford Projects, Cultural Enrichment, School Improvement, Community Cooperation, Parent Attitudes, Parent Education, Culturally Disadvantaged, Elementary Education, Secondary Education.

A collection of the May 1961 newsletters published by the four schools participating in the Great Cities Improvement Program in Philadelphia during the 1960-1961 school year are provided. The schools are Dunbar, Harrison, and Ludlow Elementary Schools and Wanamaker Junior High School with their "High Road," "Heights," "Beacon," and "Eagle" programs respectively. Reported are some overall views of what was done during the first year of the programs, reports on several individual activities, and writings by several students.

4. ED 001 015
Appraisal of the City Schools Reading Program.
By: Whipple, Gertrude
Detroit, Mich.: Detroit Public Schools. Pub Date: Nov 1963
EDRS Price MF-$0.25 HC-$1.64 39P.

Descriptors: Reading Programs, Elementary Schools, Evaluation Techniques, Integrated Schools, Modified Textbooks, Language Teaching, Student Attitudes, Culturally Disadvantaged.

The city reading program for Detroit was evaluated on the verbal competence, interest appeal for rereading and the influence on children's attitudes. The program included a new series of textbooks which were shorter, suspenseful and stressed unique vocabulary and mixed racial situations. The accompanying teacher's manual for the program places emphasis on social objectives as well as skill objectives. In every grouping there was a greater increase in verbal competence with the new textbook series than with the standard series. The most striking results were with a group of culturally disadvantaged Negro students. The interest appeal of city school's new series far exceeds that of the standard series, again being especially popular with the culturally disadvantaged. The shorter books have been used successfully by culturally-varied urban children because the series as a whole is truly representative of city life.

5. ED 001 024
Conference on Curriculum and Teaching in Depressed Areas.
By: Saltzman, Henry
New York, N. Y.: Teacher College, Columbia University, Great
Cities School Improvement Program.
EDRS Price MF-$0.25 HC-$0.52 11P.

Descriptors: Community, Programs, Language Arts, Environment, Great Cities Program, Cleveland, Detroit, Milwaukee, Pittsburgh, Philadelphia, Washington, D. C., San Francisco, Chicago, St. Louis, Buffalo, Socioeconomic Factors, Cultural Disadvantagement.

To compensate for the effects of environmental deprivation, a number of large cities have developed programs for school children. Certain assumptions and principles must be accepted before the programs can materialize. In Buffalo, teachers are revising curriculum for the culturally deprived in language arts, mathematics, science, and social studies. Improving reading skills is the focal point. In Chicago prevention of dropouts can be achieved by remedial instruction, intensive academic and vocational guidance, practical job training, and cultural enrichment for over-age elementary school students. In Cleveland, a "port of entry" project helps migrant children and parents adjust to urban life. In Detroit, personnel is added to the staff of one senior high, four elementary, and two junior high schools. These new specialists are school-community agents, visiting teachers, and coaching teachers. In Milwaukee, special teachers are assigned to help in-migrant children learn the basic skills, provide them with cultural enrichment, and help in their social adjustment. In Pittsburgh, team-teaching is used in eight elementary and one junior high. In Philadelphia, neighborhood residents are used as school-community coordinators and to improve the teaching of reading. In San Francisco, the project seeks to improve the reading and language skills in two elementary, one junior high, and three senior high schools. In St. Louis, experimentation with work-related school programs reduces the dropouts.

6. ED 001 027
Promising Practices for Expanding Educational Opportunities.
Los Angeles, Calif.: Los Angeles City Schools. Pub Date: 1963
EDRS Price MF-$0.75 HC-$6.84 169P.

Descriptors: Urban Areas, Reading Programs, Teaching Techniques, Cultural Enrichment, Educational Programs, Elementary Education, Secondary Education, Adult Education, College Education, Curriculum Planning, School Administration, Teaching Methods, School Improvement, Inservice Training, School Counseling, Community Relations, School-Parent Relations.

Included is a compilation of short descriptions of examples of promising educational practices currently used in some of the schools of the Los Angeles and Southern California area. They highlight successful ventures in expanding educational opportunities for various pupils at different grade levels, and in many subject areas which can be readily adapted to individual schools without added expense on personnel. Descriptions are classified into eight broad areas: organization and administration, counseling and guidance, inservice training, curriculum and instruction, co-curricular programs, community relations, school-parent relationships, and practices in other urban areas across the nation. Each topic, in turn, is divided into sections applicable to elementary schools, secondary schools, adult schools, and junior colleges, but many practices apply to more than one level. Suggestions are given concerning use of the handbook and ways of implementing the practices described.

7. ED 001 030
Don't Shop with Blinders On: See What You Buy, A Unit for the Classroom Teacher.
Chicago, Ill.: Chicago Public Schools.
EDRS Price MF-$0.25 HC-$0.96 22P.

Descriptors: Catalog Uses, Mail-Order Catalogs, Remedial Reading, Cultural Enrichment, Teaching Aids, Curriculum Planning, Slow Learners, School Attire (Dress), Grooming Instruction, Dropouts, Culturally Disadvantaged.

Regular mail-order catalogs may be used as a source of material for teaching many practical lessons to groups of students who may be potential dropouts. A unit centering about the use of such catalogs was developed in a class of students fourteen years of age or older but still in elementary school. Looking up and ordering items from a catalog can afford many opportunities for instruction in arithmetic, vocabulary building, and choice-making. The present unit grew out of a need to teach the students proper attire. Use of catalogs attracted their immediate attention. The unit on clothing grew into other units on business and investigating various types of materials used in clothing. Information listed is intended primarily for the teacher, but materials are included that can be used by pupils. (Appendix contains information about clothing, vocabulary, and applicable arithmetic problems.)

8. ED 001 056
A Preliminary Report of Pupil Reading Achievement in the Homework Helper Program.
New York, N. Y.: Mobilization for Youth, Inc.
EDRS Price MF-$0.25 HC-$0.24 4P.

Descriptors: Fourth Graders, Fifth Graders, Culturally Disadvantaged, Low-Achievers, Tutoring, Control Groups, Experimental Groups, Skills Practice, Reading Ability, Hypotheses, Tutor Effectiveness, Attitudes of Pupils, Evaluations, Reading, Achievement, Homework, Homework Helper Program.

Culturally disadvantaged low-achieving elementary school pupils were tutored by 10th and 11th grade students from academic and vocational high schools. The purpose was to help these fourth and fifth graders increase their school achievement, especially reading ability. Two groups were used, a control and an experimental group; one group met once a week, the other twice a week. The first hour was spent with each pupil working at a given skills station; as he improved he could move on to the next station. The second hour was spent with the tutor on regular homework. The hypotheses were that the pupils and tutors in the experimental group would improve in reading more than the control group, that reading improvement would be directly related to the intensity of tutorial service, that pupils working in "skills stations" would show greater improvement than pupils working only on homework, that the attitudes of the experimental and control groups will differ on school, aspiration, and social value, and that there will be no relationship between the intellectual and personality characteristics of tutors and their tutorial effectiveness. Evaluations of these hypotheses were still in process when the report was written.

9. ED 001 058
Goal and Implementation of Mobilization for Youth-Early Childhood Education-Systematic Approach to Language.
New York, N. Y.: Mobilization for Youth, Inc., Curriculum Center.
EDRS Price MF-$0.25 HC-$0.32 6P.

Descriptors: Language Development, Children's Games, Children's Books, Tape Recordings, Teacher Role, Classroom Equipment, Child Development.

A list of goals and suggested implementation for the education of young children was given. Among the objectives were the formation of language concepts, the learning of relationships between words and sentences, the development of awareness of self, and development of familiarity with environments. Some of the activities for implementation of these goals were daily conversation periods; various kinds of games to develop attention, memory, listening, and perception skills; song periods that require individual and group responses; use of tape recorder; and use of tom-tom to familiarize children with rhythms and word syllables. A detailed list of suggested materials, equipment, and children's books for early childhood classes accompanies the guide.

10. ED 001 062
Supplementary Teaching Assistance in Reading (Project Star).
New York, N. Y.: Mobilization for Youth, Inc. Pub Date: Feb 1964
EDRS Price MF-$0.25 HC-$0.80 18P.

Descriptors: Home Environment, Adult Education, Reading Clinic, Culturally Disadvantaged, Non-School Activities, Cultural Enrichment.

The proceedings at the second meeting of a reading clinic for parents of culturally disadvantaged youth is described. At the reading clinic the parents were introduced to several activities which their children might try at home in connection with newspapers, magazines, and TV Guide, and other such reading materials. The activities included headline reading, picture study, summarizing of articles, and new word lists. Other home activities such as reading to and by the children, word games, and verbal summaries by the children of lessons learned at school were also encouraged. In these ways it was hoped that parents might provide an atmosphere in the home to supplement and strengthen language skills learned by the children at school. A period when parents could ask questions, comment on the clinic, or verbalize problems encountered at home was provided. Each parent attending the clinic was given a list of adult education classes held in N. Y. C. for the purpose of teaching English, completing elementary school education, preparing candidates for naturalization requirements and citizenship, and preparing for literacy tests. In addition, each parent received a list of places of interest in New York City which would provide worthwhile experience for the children and the entire family. The list was written in both English and Spanish and included libraries, museums, parks, zoos, beaches, monuments, airports, ball parks, hospitals, bridges, and tunnels.

11. ED 001 063
The Electromagnet: A Supplementary Reading Unit in Science.
By: Kinney, Richard
New York, N. Y.: New York Public Schools.
EDRS Price MF-$0.25 HC-$0.64 14P.

Descriptors: Culturally Disadvantaged, Science Instruction, Reading Skills, Reading Comprehension, Achievement Levels, Alphabetizing Skills, Language Arts, Elementary Schools.

A sample reading unit in science is presented for disadvantaged students at three levels of ability. The reading lesson is completed with illustrations of electromagnets. Following the supplementary unit are three sample objective tests for the different ability levels. Each set of questions is designed both to test knowledge of science facts gained in reading the lesson and to emphasize language arts skills using words found in the unit. The English skills emphasized include alphabetizing, forming plural words, adding word prefixes and suffixes, syllabification, and use of the dictionary. Such a supplementary reading unit serves as an aid in teaching both science and the language arts.

12. ED 001 064
Survey of Reading Research: Let's Ask Research.
By: Cohen, S. Alan
Education Reading Program, Bulletin #8.
Boston, Mass.: Boston University, Mobilization for Youth, Inc.
Pub Date: Oct 1963
EDRS Price MF-$0.25 HC-$0.72 16P.

Descriptors: Beginning Reading, Elementary Schools, Reading Tests, Reading Achievement, Study Skills, Child Interests, Reading Textbooks, Testing.

Short answers are given to questions asked about general findings in educational research, based on empirical evidence collected in research theses at Boston University. Eight question areas deal with students in grades 4-6. Reading, both oral and silent, word analysis and spelling, children's interest and preferences, vocabulary, mental imagery, texts and workshops and study skills are treated. Beginning reading, basal readers, factors affecting reading achievement, reading tests and material use are treated for grade one.

13. ED 001 065
Juan Bobo. Teacher's Guide.
EDRS Price MF-$0.25 HC-$0.84 19P.

Descriptors: Puerto Rico, Minority Groups, Elementary Education, Language Arts, Reading, English.

A guide to help plan worthwhile experiences for children which will promote verbal expression and encourage the use of language arts and skills is presented. Juan Bobo is a character from Puerto Rican folklore. He is a popular figure in the elementary school tests used in Puerto Rico, and he has been transported to the lower East Side of New York City. The story has been created with an open ending. The children provide many varied endings for the story and exercise a number of language arts skills. Skill categories, guided reading questions and an aftermath program of writing an ending for the story are all suggested and planned in detail. Another concern is the teaching of English language patterns to Puerto Rican children. Exercises for producing consonant sounds that are difficult, and teaching sentence forms exercises are suggested. A bibliography including books that may be used for reinforcement of phonics is listed. Extended activities, such as children acting out Juan Bobo and giving a party are used to reinforce the idea of story sequence, to give practice in oral language skills, and to develop conversational skills. Plans for these activities are stated. A vocabulary for Juan Bobo is listed.

14. ED 001 068
Implementation: Mobilization for Youth: Early Childhood Education.
New York, N. Y.: Mobilization for Youth, Curriculum Center.
EDRS Price MF-$0.25 HC-$0.24 6P.

Descriptors: Elementary Schools, Kindergarten, Suggested Materials, Teaching Techniques, Language Development, Teacher Conferences.

Suggestions are made to aid the kindergarten or first grade teacher in developing a program, finding needed equipment, and providing a proper room arrangement. Particular kinds of games for attention, memory, perceptive-cognitive, auditory and visual discrimination are described. Language is developed through teachers' routine use of specific words, daily conversation periods, use of tape recorders and use of rhythm devices. Selection of songs, a clear-cut room arrangement, routines to train memory, and manipulative toys of varying difficulty should implement the program. Teachers should be able to share ideas on a regular basis. A list of suggested equipment and materials for these classes is included. Manipulative toys, a doll corner, block shelves, tables and observable figures are suggested. Forty-six book titles are suggested to be put out when the room is set up.

15. ED 001 069
Reading: Large Issues, Specific Problems, and Possible Solutions.
By: Cohen, S. Alan
New York, N. Y.: Mobilization for Youth, Inc.
EDRS Price MF-$0.25 HC-$1.28 30P.

Descriptors: Reading Instruction, Student Participation, Achievement Levels, Disadvantaged Children, Educational Methodology, Cultural Deprivation.

There is a serious inconsistency between what schools say they want to do and what the schools are in fact doing. The methodology of the world of school is beginning to parallel heartless business and humanless technology. In an attempt to affect a means of education for young people who are being sucked into a depersonalizing society, the issue of the educator's role, problems of methodology, and guidelines for action are discussed. The core function of educational administration and classroom teaching is to increase the quantity and quality of learning. Three specific problems face educators who attempt to carry out this prime responsibility. First, the problem of educating individuals within a system of universal schooling must be solved. This involves adjusting the levels of instruction to levels of capacities and adjusting speed of teaching to rate of learning. The second problem involves refining methodology to increase quality. This means that schools must not neglect the teaching of democracy, respect for individual rights, and a sense of social responsibility. The third problem is in having educational practices keep pace with educational research. As a major guideline for increasing the quality and quantity of learning, this paper emphasizes the individualization of instruction. A model program for the teaching of reading is sketched and the teacher's role in relation to this program is redefined.

16. ED 001 071
Synopsis of Selected Programs, Fiscal Year 1965-1966.
New York, N.Y.: Mobilization for Youth, Inc. Pub Date: Jun 1965
EDRS Price MF-$0.25 HC-$0.84 19P.

Descriptors: Laboratory Schools, Culturally Deprived, Curriculum Planning, Reading Centers, Reading Clinics, Early Admissions, Enrichment Programs, Homework Helpers, Guidance Counseling, Summer Schools, Student Motivation, Field Trips, Special Schools.

The laboratory school provided experiences for teachers working with lower-class groups and encouraged the use of local facilities for research and experimentation. A staff of fifteen, operates a curriculum center to aid school personnel in curriculum planning and material procurement. In addition the center produces instructional units and teacher guides with assisting materials. A reading center seeks to develop teaching skills of teachers in moderately retarded classes. A reading clinic attempts to locate and develop techniques and materials to be used in elementary and junior high schools. Enriched educational experiences are provided for 117 pre-kindergarten through first-grade children. Elementary school pupils are helped in after-school homework sessions using paid high school students as tutors. Absenteeism is reduced by special guidance counselors who seek out the causes of absenteeism. Summer help for children retarded in their school work is given in classes, reading clinics and tutorial help. A projected program would seek to motivate students through special counselors, teaching services, Saturday and after-school enrichment programs, trips, scholarships, parent workshops, and motivational training classes. A demonstration pre-school program for a racially, economically, and linguistically mixed group is to be set up. It will use the Montessori method of instruction.

17. ED 001 074
The Strategy of Style.
By: Riessman, Frank
New York, N. Y.: Teachers College, Columbia University.
EDRS Price MF-$0.25 HC-$0.36 7P.

Descriptors: Cognitive Processes, Compensatory Techniques, Teaching Methods, Learning Style, Student Self-Concept, Teacher Attitude, Student Attitude.

Individual styles of learning vary considerably, and not enough attention has been paid to this fact by teachers and educators. If a bright child makes very poor progress in school, the immediate assumption today is likely to be that he has an emotional problem. Actually, he may simply take a long time to "warm up," and has become so discouraged that he seldom perseveres beyond the warm-up stage. Enabled to understand his learning style, he may make considerable progress because once well into his task, his style will aid perseverance and inhibit distraction. Another child may be a "physical" learner. The written word never contains the meaning for him that the spoken word holds. His reading ability and interest in abstract learning will be much improved if he is made aware of his style and encouraged to discuss and participate in role-playing activities concerning the subject matter he studies abstractly. Various transitional techniques may be used to overcome some of the weaknesses in a pupil's style. Periods of constant verbal interchange between teacher and pupils serve to keep the children's attention focused and build skill in listening. Bringing weaknesses up to minimum efficiency frees strengths for their fullest development.

18. ED 001 075
The Culturally Deprived Child: A New View.
By: Riessman, Frank
New York, N. Y.: Teachers College, Columbia University.
EDRS Price MF-$0.25 HC-$0.40 8P.

Descriptors: Environment, Teachers, Verbal Ability, Attitudes, Values, Anti-Intellectualism, Culturally Disadvantaged, Cognitive Ability, Slow Learner.

Concerned with the educational problems of children from low-income families, one must not ignore the positive efforts of low-income individuals to cope with their environment. There are positive features in the culture and the psychology of low-income individuals. A child is often slow in performing intellectual tasks for reasons other than dullness. The slow learner can be gifted and the teacher should learn not to respond only to the quick student. Second, the verbal handicap of culturally deprived children is only a formal level; they are very good verbally under informal circumstances.

The teacher should use techniques to bring out this verbal facility. Finally, deprived children and their parents have a positive attitude toward education. They often resent school, for a number of reasons, but they do value education. Some of the weaknesses concerning deprived children that should be dealt with are general "know-how," test taking, formal language, and reading. Most of all, their anti-intellectual attitude must be changed. New school programs and new educational techniques for teaching these children are needed.

19. ED 001 077
Providing Opportunities for Disadvantaged Children.
Edited By: Potts, Alfred M., Sherman, Neil, & McCanne, Roy
Denver, Colo.: State Department of Education. Pub Date: Jun 1964
EDRS Price MF-$0.50 HC-$3.48 85P.

Descriptors: Disadvantaged Children, Culturally Deprived, Cultural Differences, Reading Skills, Curriculums, Educational Guides, Cultural Conflicts, Migratory Children, Educational Methods, Migrant, Culturally Disadvantaged, Lingually Disadvantaged, Educationally Disadvantaged, Language Arts.

The term "disadvantaged" is used to represent environments that are inadequate for a full life. Included would be groups identified as migrants, lingually disadvantaged, culturally deprived, and educationally disadvantaged. A culturally disadvantaged child is unable to conform to present group expectancies. This workshop report is the result of one group's efforts to consider the problem of how the school may aid the child to achieve greater levels of competence and some of the views about how the responsibility might be met. A curriculum is sought to help the young determine which cultural aspects might best perpetuate our democratic order and society. Society has a definite role to play in bringing about these competencies by making it possible for individuals to attain them. The disadvantaged child needs to understand the pressures to conform, coming from the conflict between school, peers, and the community. The disadvantaged child must have the opportunities to learn to enjoy life, to do the best for society. Through curriculum adaptations cultural competence can be achieved for the disadvantaged child. In order to adapt a curriculum we need to understand the child more fully and be aware of the areas in our culture which call for competence, such as classroom climate in early education, and language teaching. Methods and exercises for these areas are suggested in the school and classroom. Programs that should be included in elementary and secondary schools are listed. In conjunction with the disadvantaged child, cultural variations in the cultures of the Southwest are discussed and the use of a checklist of Reading Skills with Migratory Children is given.

20. ED 001 084
A Manual of Materials, Aids, and Techniques for the Teaching of Spanish to English-Speaking Children: Grade Six.
El Paso, Tex.: El Paso Public Schools. Pub Date: Jul 1962
EDRS Price MF-$0.50 HC-$4.36 107P.

Descriptors: Curriculum, Foreign Languages, Vocabularies, Teaching Techniques, Teaching Aids, Elementary Education, Sixth Grade, Spanish, Conversational Spanish, Oral Languages, Language Arts, El Paso.

Emphasis is on conversation. Lessons are developed around areas of interest appropriate to this age group (for example, "Colonial and Modern Living," "Geography and History of El Paso," and "Exploration and Biography."). Since some students will be new to the program, the teacher is encouraged to give review units prior to teaching the regular sixth grade work. Spanish units taught in previous grades are given as well as a complete vocabulary arranged by subject matter. Writing is held to a minimum, but matching exercises, original sentences, and filling in blanks are suggested. New words are presented in writing by the teacher. Materials may be given to children to read, but discussion of the reading should be oral.

21. ED 001 085
A Manual of Materials, Aids, and Techniques for the Teaching of Spanish to English-Speaking Children: Grade Three.
El Paso, Tex.: El Paso Public Schools. Pub Date: Nov 1960
EDRS Price MF-$0.75 HC-$8.20 203P.

Descriptors: Vocabulary, Word Recognition, Eye Associations, Ear Associations, Visual Concepts, Oral Concepts, Teaching Techniques, Aids, Third Grade, Elementary School, Oral English, Conversational Spanish, Informal Writing, Informal Reading.

The emphasis is given to pupil participation and the beginning of informal writing and reading. Children with two previous years of oral Spanish can be taught to read the written symbols from an association of the written word with the oral word. A clear understanding of Spanish vowel sounds is necessary for this transition. Oral recognition and visual concept of the "sound" are accomplished by having the teacher write the word on the board after pronouncing it. A vocabulary notebook is recommended, but no copying or reading of long sentences should be attempted. The objective in third grade is to use known expressions in new situations and to write them for oral and visual emphasis. Additional classwork contains units based on experiences familiar to the children. Songs are listed in the appendix.

22. ED 001 091
Pre-School Instructional Program for Non-English-Speaking Children.
Austin, Tex.: Texas Education Agency. Pub Date: Apr 1960
EDRS Price MF-$0.75 HC-$5.48 68P.

Descriptors: Curriculum Planning, Tutorial Programs, Language Programs, English Language, Texas Legislation, Teaching Mathematics, Non-English-Speaking, Basic Vocabulary, Classroom Decorations, Oral Vocabulary, Pre-School Instruction, Pronunciation Instructions, Teaching Materials, Teaching Aids, Musical Aids.

Texas law provides for state-district sponsorship of special instruction for children who are deficient in oral English abilities prior to entering the first grade. Effort is being made to provide an environment and personnel suitable to the objectives of the program in public school districts. Activities must be instructional while being interesting for the 5-6 year-old child. Curriculum should include five hundred basic words and many common expressions while endeavoring to establish correct language patterns. The teacher must pay attention to her method and content of instruction as well as to the materials used. Periodic evaluation of each child's progress is readily achieved via printed forms and is helpful to his first grade teacher. The high incidence of Spanish-speaking families in Texas should not overshadow the possibility of other backgrounds and language patterns being in the child's experience; i.e. German or Czechoslovakian. (List of basic five-hundred words, common phrases, and 29-item bibliography are included as well as suggestions for vocabulary program and teaching methodology).

23. ED 001 101
Reading Supplement to Curriculum Guide for Texas Migratory Children.
Austin, Tex.: Texas Education Agency. Pub Date: Dec 1963
EDRS Price MF-$0.50 HC-$3.08 75P.

Descriptors: Language Arts, Informal Reading, Kinesthetic Techniques, Reading Instruction, Inventory, Word Attack Skills, Vocabulary Skills, Migrant Children, Reporting Reading Progress, Reading Supplements, Reading Programs, Elementary Education, Project for Children of Migrant Parents, Austin, Texas.

Time allotment charts are given showing the recommended portion of the school day to be given to instruction in the English language arts and other subjects, grades 1 through 8. A chart showing relationships of reading level to grade level is given in a fifteen-level sequence, paralleling a basal reading series. Also contained is a flow chart of English Language Arts Skills, grades 1 through 6. A reading skill chart is included with listings under: word recognition, vocabulary building, comprehension, interpretation, literary discrimination and appreciation, organization, study, speed reading and oral reading. Items are listed according to their order of introduction to pupils. Also included are methods of learning to read through English language experiences, description of levels in terms of word attack skills, how to teach reading as a second language, developmental process for teaching a reading lesson, and kinesthetic techniques in remedial work in spelling. An informal reading inventory is given, based on the Sheldon Basic Reading Series from pre-primer through eighth reader, with silent and oral comprehension checks. A basic word list is shown and books for mature readers are recommended.

24. ED 001 102
The Linguistic Approach in Teaching English as a Second Language.
El Paso, Tex.: El Paso Public Schools. Pub Date: Jan 1965
EDRS Price MF-$0.75 HC-$5.08 125P.

Descriptors: Non-English-Speaking Children, Reading Programs, Bilingual Children, Teacher Characteristics, Student Characteristics, Phonics, Instructional Aids, Reading Retrogression, Reading Skills, Language Arts, Elementary Education.

Due to the phenomenon of "retrogression in reading" which often takes place between the grades of two and three and the upper elementary grades among bilingual children, a more long-range, systematic reading program has been developed. A reading program for non-English-speaking students (Spanish) should not be a remedial program, but should be applicable to all students, both poor and good readers. The ultimate objective is a program that teaches all phases of reading. To improve parent-teacher relationships, the teacher is advised to have at least a basic knowledge of Spanish. One of the first tasks confronting a teacher of a Spanish-speaking child is to slow down the child's speech rate. The use of phonics in speech is stressed. English constructions and usages which Spanish-speaking children generally find difficult are given. Since present reading programs for non-English-speaking children are considered inadequate, twenty units to begin the child in his study of English are included.

25. ED 001 103
A Report on ABCD Activities, Sept. 1963-Aug. 1964.
Boston, Mass.: Action for Boston Community Development, Inc.
Pub Date: 1964
EDRS Price MF-$1.50 HC-$14.40 358P.

Descriptors: Pre-Kindergarten, Employment Program, Research Designs, Developmental Reading, Program Evaluation, Programs, Community Services, Adjustment Counselors, Anti-Poverty Program, Culturally Deprived, Summer Programs, Guidance, Program Designs, ABCD.

During the period under review, ABCD was engaged in program elaboration and implementation, especially in conjunction with the Boston Youth Opportunities Project. It has attempted to move from hopes and ideas to tangible operations, to insure that change takes place and to design programs with sufficient clarity so that their usefulness can be fairly and honestly judged. It has also paid increasing attention to social planning in conjunction with Boston's urban renewal program. The activities in pursuit of research goals have centered on: recruitment of staff, development and implementation of the evaluation designs for each program and impact design to measure the delinquency prevention effects of the total program, the obtaining and processing of school records, the development of a tracking system and the developing of other instruments required for measurement. The first four programs with the school departments of a) pre-kindergarten, b) school adjustment counseling, c) guidance, and d) reading were begun after funds were granted from the Ford Foundation. ABCD was also engaged in developing four additional demonstration programs: a) tutoring, b) work-study, c) ability identification and development, and d) home-school liaison. Four summer programs of recreation and remediation were named: a) a summer session taught by five Jesuit scholastics, b) a Brandeis program held on campus for potentially able boys, c) two summer camp programs were designed based on different philosophies. A summary of each was given including the original program design, program operations, a summary of the original evaluation design, a preliminary evaluation report and a discussion of problems. A weekend camping program was also established.

26. ED 001 106
The Boston Youth Opportunities Project: A Report and a Proposal.
Boston, Mass.: Action for Boston Community Development, Inc.
Pub Date: Dec 1963
EDRS Price MF-$1.25 HC-$11.56 287P.

Descriptors: Juvenile Delinquency, Disadvantaged Youth, Research Design, Community Services, Vocational Training, Reading Development, Guidance, Pre-Kindergarten, Summer Programs, Work-Study, Tutoring, Home-School Relations, Programs, Culturally Deprived, ABCD.

The Boston Youth Opportunities Project has developed its plans for an attack on delinquency in the form of an action-research project. The projects' activities in the community are given, and the larger areas for this attack are described. The project is aimed at reducing the volume and seriousness of criminal-type behavior of male youth 12 through 16 years of age in the specified target areas. A rationale selects the key factors in the problem that presumably can be manipulated to bring about change. A lower-class child's experiences have produced a set of values and expectations that diverge sharply from those of the system, and a destructive cycle of mutual misunderstanding and inappropriate expectation is set in motion. The individual and the control system should be brought closer by intervening in both sides. Factors applying to those who perform roles that impinge on youth and factors directly applying to youth are presented. These are theoretical bases for the specific programs. Sixteen programs and their budgets are described. Services centers are proposed for four communities. Included are legal, employment, educational, medical and other social services. A youth training and employment program is directed at youths who are out of school and unemployed. Eight programs are planned with the Boston public schools. The first group includes reading, pre-kindergarten, guidance advisors, and school adjustment counselors. The second group consists of work-study, tutoring, ability identification and development, and home-school liaison. During the summer, a combination camp-school program and a college campus program are planned. An action-research approach involves two problems in measurement. At the end of the project, it should be determined whether each program accomplished its own purpose, and whether individually or in combination they contributed to the reduction of delinquency. The research and the budget are described.

27. ED 001 109
Experimental Developmental Reading Program in the Boston Public Schools: Program and Research Design.
Boston, Mass.: Action for Boston Community Development, Inc.
Pub Date: Dec 1964
EDRS Price MF-$0.50 HC-$2.52 27P.

Descriptors: Culturally Deprived, Developmental Reading Program, Disadvantaged Youth, Diagnostic Testing, General Reading Vocabulary, Reading Comprehension Motivation, Research Design, Program Evaluation, Classroom Environment, Materials, Reading Consultant, Visual Perception Skills, Reading, Procedures, Word Recognition Skills, Programs, ABCD.

A program to reduce delinquency is presented. The specific objective is to improve reading performance. The program is the result of a cooperative effort of Boston Public Schools and ABCD, a private organization. The program will concentrate on three areas of the city of low socioeconomic level. Test results which are described indicate that reading achievement in the schools of these areas is consistently below the city-wide median, and that the pupils tend to fall progressively farther behind. In the program, reading consultants will be assigned to schools in three elementary and three junior high school districts. Increased time will be devoted to reading instruction in elementary schools, and time will be set aside in junior high schools for reading instruction. Where possible, students will be grouped according to ability level, not grade placement. The main objectives are to increase general reading vocabulary and to improve reading comprehension. To achieve these, the program aims to improve specific skills, attitudes, and classroom conditions. Each of nine factors is considered in detail and the materials and procedures to be used are described. Among them are word recognition and visual perception skills, comprehension, vocabulary development, and critical reading skills. Motivation will be improved, and interest in reading and appreciation of good literature developed, and a stimulating classroom environment provided. To facilitate grouping and to determine individual skill deficiencies, diagnostic testing is necessary. Enrichment classes for the more able students will be held. Reading consultants act as resource and demonstration personnel with classroom teachers. The research design for evaluation of the program is described. The evaluation should answer: 1) who were exposed to the program, 2) what procedures and methods were used, 3) did those exposed change in the direction of the objectives, and 4) can those changes be attributed to the program.

28. ED 001 110
Developmental Reading Program.
Boston, Mass.: Boston Public Schools and Action for Boston Community Development, Inc. Pub Date: Sep 1964
EDRS Price MF-$0.25 HC-$0.24 4P.

Descriptors: Reading Consultants, Pre-Service Training, Programed Materials, Remedial Training, Curriculum Planning, Teaching Techniques, Elementary School, Developmental Reading Program, Junior High School, Culturally Deprived, Programs, Reading, ABCD.

A program to stimulate interest in reading and to develop basic skills was established. The curriculum was developed and the goals, needs of the children, materials and procedures were determined. The place of the program in the elementary and junior high school schedules was established and standardized reading tests were administered at the beginning and end of the program. A wide variety of materials were introduced, including programed materials and new skill texts, so that the children would be stimulated and their interest held. A pre-service training period was required for the reading consultants. During these sessions the programed materials and texts were presented and ways of introducing the program to parents and teachers were discussed. There were practice sessions with the machines, and a demonstration of the techniques of tape teaching in reading. A lecture was given by a librarian on ways to interest children in literature. A series of discussions focused on the role of the consultant with the teachers, and the organization of the program. Also a school which had a pilot program was visited, and demonstrations were given in various control schools.

29. ED 001 111
Progress Report on Developmental Reading Program.
Boston, Mass.: Action for Boston Community Development, Inc.
Pub Date: Apr 1965
EDRS Price MF-$0.25 HC-$0.40 8P.

Descriptors: Developmental Reading Program, Inservice Training, Evaluation, Elementary School, Progress Report, Junior High School, Ability Grouping, Reading Achievement Testing, Culturally Deprived, Program, Reading, ABCD, Boston Public Schools.

During the first year of the program, consultants participated in pre-service and inservice training and they were assigned to junior high schools and elementary schools. Fifth, sixth, and seventh grade students were included in the program. During the current year, which is the second, several steps have been implemented. The fourth and eighth grades have been added to the program. There is some grouping across grade levels. An ABCD program specialist will begin monitoring the program in the spring. A more extensive inservice training program for reading consultants is being designed emphasizing skills needed to use new materials and to alleviate the problems of the culturally disadvantaged. Time should be provided for teachers and consultants to review problems and plan improvements. All children were tested for reading and grade placement. They were tested for evaluation purposes before and after the first year, and the data is being analyzed. In the future, tests will be administered by Boston public school teachers, collected and scored by ABCD personnel. This change is due to the large increase in the students in the program.

30. ED 001 112
Boston Public Schools: Developmental Reading Program, Elementary and Junior High Schools.
Boston, Mass.: Action for Boston Community Development, Inc.
EDRS Price MF-$0.25 HC-$0.40 7P.

Descriptors: Word Recognition Abilities, Visual Perception Techniques, Reading Skills, Vocabulary Development, Literature Appreciation, Reading Development, Teaching Materials, Program Evaluation, Reading, Culturally Deprived, Programs, ABCD.

The general aim is to provide an instructional program which will stimulate the child's interest in reading, motivate him to greater academic achievement, and foster desirable growth in the reading skills and abilities. Teaching procedures should be rich and varied, and children should be grouped homogeneously according to reading ability. Lessons should be structured to engage the child's attention and to excite his interest, with materials of proven appeal to children. Pre-service and inservice training for the reading consultants will be conducted. The description of specific aims includes suggested programed materials and texts, suggested procedures, and the skills to be taught. Word recognition abilities should be reviewed, and a stimulating environment provided to motivate the child. All basic skills should be improved so that the child can read at the normal rate for his grade. Visual perception techniques and vocabulary should be developed. It is important to create an awareness of the need for reading ability and to develop an appreciation of good literature. This program should be evaluated both in terms of class and individual growth. In addition to specific measures of pupil progress, intangibles such as student attitudes and work habits will be evaluated through questionnaires to teachers and parents.

31. ED 001 240
The Challenge: A Program for Gifted Children.
Edited By: Carter, C. Douglas
Cullowhee, N. C.: Western Carolina College.
EDRS Price MF-$0.25 HC-$1.80 43P.

Descriptors: Non-Graded Primary, Beginning Reading, Level Achievement, Language Arts, Primary Grades, Science-Social Studies.

The non-graded primary school allows each child to progress at his own rate. Levels of achievement are set up for language arts, social studies, and science. The basic language skills are divided into eight levels; by the time the child has completed the eighth level, he has developed most of his necessary reading skills. A ninth level is included for exceptionally talented students. There are basal readers for the different levels. Science and social studies have no definite levels. Since no texts are used, science and social studies are taught through student experiences and supplementary reading. Social studies areas include the school, the home, and the community. Science areas might be weather, plants, homes, food, light, and sensory observations.

32. ED 001 249
The More Capable Learner: Grade 6.
Fresno, Calif.: Fresno City Unified School District.
EDRS Price MF-$0.75 HC-$5.20 128P.

Descriptors: Enrichment, Elementary Schools, Teacher's Aids, Reading, Language, Music, Arithmetic, Gifted Students, Pupil Materials, Grade 6, Science, Social Studies.

Enrichment activities for teacher use with capable learners are discussed. The teacher's section contains: suggestions for using pupil materials, characteristics of the more able student, a checklist for identifying the more able students, a chart of activities for the capable learner, and a list of materials available from the Curriculum

Department for resource purposes. The pupil's section consists of sample copies of pupil materials such as puzzles, word games, scrambled sentences, matching exercises, and fill-in-the-blank quizzes. The pupil materials can be grouped under the following categories: arithmetic, language, music, reading, science, and social studies.

33. ED 001 275
Language Ability: Grades Seven, Eight, and Nine.
By: Loban, Walter
Washington, D.C.: U. S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Program. Pub Date: Mar 1964
EDRS Price MF-$1.00 HC-$9.72 241P.

Descriptors: Children's Language, Curriculum Planning, Language Ability, Listening Competence, Reading Competence, Research Design, School Achievement, School Attendance, Socioeconomic Status, Speech Development, Writing Skills

The study concerned tracing the development of language proficiency in the same group of subjects from kindergarten through grade 9. The research was based on a study of the patterns and behavior of the subjects' speech and writing and their competence in reading and listening. Such information is useful in curriculum planning and in developing teaching methods. This study can also contribute to a better understanding of the difficulties and successes human beings encounter in developing power over language in its major aspects -- speaking, writing, reading, and listening. The following hypotheses are among those which were tested: subjects who have developed skill in the spoken language also develop the skills of writing, reading, and listening more fully than those without spoken language skill; subjects with highest school attendance records will rank high on development of skill in language; subjects who have the most interaction with other persons will develop language skills more rapidly than those of limited contact; subjects from high socioeconomic status will develop language more rapidly and competently than those of lower status. Several significant features emerged from the work described in this report. It appears that the greatest measure of language proficiency is not basic sentence pattern, but what is done to achieve flexibility within pattern. Competence in spoken language has proved to be a necessary base for competency in writing and reading. Finally, the persistently parallel variation of language proficiency and socioeconomic status should not be overlooked.

34. ED 001 283
Program for Gifted Elementary School Children.
Indiana, Pa.: Indiana County Public Schools. Pub Date: Oct 1963
EDRS Price MF-$0.25 HC-$1.24 29P.

Descriptors: Gifted Children, Elementary Schools, Language Arts, Pupil Adjustment, Qualifying Tests, Enrichment Programs, Resource Persons.

A major goal is to provide a program of enrichment that will cultivate the inherent potential of the pupil to better prepare him to make a contribution to his culture, to develop within him an appreciation of contemporary and past contributions to society and to arouse in him a dynamic awareness of the social world in which he lives. The program is also designed to give the talented pupil opportunity to develop; desire for experimental and creative exploration; knowledge, skill, and understanding in the fields of English, reading, and social studies; appreciation and lasting interest in areas outside his own field of special interest; a highly ethical philosophy of life through which he may evaluate his own endeavors as well as the society in which he functions. These programs were started on a county level because the small number of children made a district effort unfeasible. They involved grouping the best talent of the entire county into one program conducted on out-of-school time. The participating children were 5th and 6th grade pupils who were screened carefully on the basis of qualifying tests, recommendations, and candidate's emotional stability. The classes met for approximately 30 weeks every Saturday morning for a three-hour session. The area of study was language arts with emphasis on communications and creative writing. The participating students received individualized instruction from the staff. Various community resource persons were brought into the class to broaden the scope and depth of the program.

35. ED 001 284
Research in Reading for the Middle Grades.
By: Cutts, Warren G.
Washington, D. C.: U. S. Government Printing Office. Pub Date: 1963
EDRS Price MF-$0.50 HC-$3.28 80P.

Descriptors: Reading Skills, Teaching Reading, Educational Media, Psychological Factors, Educational Practices, Elementary Grades, Reading.

This bulletin presents research studies in reading on the upper elementary grade level during the period from 1955 through 1960. This compilation was undertaken by the Office of Education in an attempt to bring together the unpublished as well as published studies of that five-year period. The 238 studies which are outlined, summarized, and annotated are classified under five general headings. Under Causative Factors and Testing are such factors as individual differences, intelligence, bilingualism, vision and hearing, and readiness. Factors relating to pupil attitudes, personal adjustment, motivation, and interests are grouped as Psychological Factors. The third broad category is Reading Skills. Subtopics under this group include listening skill and comprehension, oral reading, vocabulary, study skills, and phonics. Educational Media, other than printed materials, comprises the fourth category. Although this area accounted for only four reported studies, their rising importance caused the author to provide a special heading for mechanical devices, television, readability, and reading materials. Under the final group heading, Educational Practices, are comparative studies, individualized reading, spelling, subject fields, and teacher preparation.

36. ED 001 293
Four Process Goals of Education. Notes on the Strategy of Education Reform.
By: Heathers, Glen
EDRS Price MF-$0.25 HC-$0.40 9P.

Descriptors: Curriculum Planning, Educational Philosophy, Educational Processes, Teaching Methods, Programed Instruction, Elementary Education, Secondary Education, Teacher Attitudes, Teacher Education, Educational Goals, Process Goals, Educational Objectives.

It is held that the essence of education is found primarily in the processes of acquiring and using knowledge, and secondarily in the command of bodies of information and ideas. The four "process goals" which apply to any discipline are: tool skills such as arithmetic and reading; problem-solving, thinking, or inquiry; self-instruction; and self-evaluation using the criterion of mastery. These processes are not necessarily distinct and should be present in most educational tasks. Unfortunately, not one of these goals is being achieved satisfactorily by the majority of students in elementary school, high school, or college. This is cited as the main reason for the increased popularity of teaching machines in which students are not required to go through a thinking process but are provided with all of the basic information at their fingertips. Teachers are blamed for the failures of their students to attain these basic goals because such goals are no longer being emphasized adequately. Questions are raised relative to the desirability or the possibility of including these process goals in the programing methods of programed instruction. It is pointed out that the most vital part of a program to restore to American education the learning of these "process goals is first to educate the teachers to their importance in the educational process and encourage their inclusion in curricula."

37. ED 001 295
The Rapid Learner: K-6.
By: York, Gordon L.
Grand Forks, N. D.: Grand Forks Public Schools.
EDRS Price MF-$1.00 HC-$9.52 236P.

Descriptors: Rapid Learners, Teaching Methods, Student Activities, Academically Talented, Teaching Aids, Student Participation, Curriculum Enrichment, Superior Students, Teaching Suggestions, Educational Enrichment, Elementary Education, Curriculum Planning.

The motivating concept in the development of the syllabus was that the increasing complexity of the educational task demands that we make special provisions for those who learn more rapidly and who can progress through the curricular program at a greater speed. These students should be challenged through the use of a variety of materials and techniques. Techniques for identifying the rapid learner include teacher observation of pupil characteristics, grades, achievement tests, and IQ tests. The suggestions for teaching are divided into the subject areas of: science, social studies, language arts, and mathematics. Within each subject area the material is presented at appropriate grade levels from kindergarten through the sixth grade. A bibliography is offered at each grade level along with a general bibliography for each subject area. The bulk of the material presented is in the form of short suggestions for specific student activities within each subject area and at each grade level.

38. ED 001 328
Guide for Planned Acceleration for Gifted Second Graders.
Pasadena, Calif.: Pasadena Public Schools, Division of
Instructional Service. Pub Date: 1963
EDRS Price MF-$0.25 HC-$1.20 28P.

Descriptors: Intelligence Factor, Social Adjustment, Acceleration, Elementary Education, Second Grade, Gifted.

A summer program for gifted second graders is presented. The requirements for a child's participation include an IQ of 130 or better, strong academic talent, high motivation, parents' approval, and recommendations of the staff. The curriculum consists of reading (e.g., texts, supplementary reading, individualized reading, social studies material), handwriting, spelling, and arithmetic. The argument favoring acceleration of students is drawn from Terman's and others' studies which claim that those graduating from high school early were well adjusted socially and were far more successful in later education and careers than were their non-accelerated peers of similar intelligence and background.

39. ED 001 332
Course of Study and Teachers Guide for Special Education Classes.
A Guide to Organization and Operation of Classes for Mentally
Retarded Minors.
Woodland, Calif.: Yolo County Schools. Pub Date: Jul 1963
EDRS Price MF-$0.50 HC-$4.80 118P.

Descriptors: Educable Mentally Retarded, Special Training Classes, Teacher's Guide, Room Environment, Program Planning, Administrative Policies, Curriculum Flexibility, Classroom Activities.

The mentally retarded person must learn to cope with the fundamental problems of daily living from the standpoint of his unique handicap. Some of his needs include learning to: maintain a state of physical well-being, live safely, understand himself, get along with others, communicate ideas, use leisure time, earn a living, be a homemaker, enjoy life through appreciation of art and music, manage his money, and adjust to the forces of nature. The philosophy and aim of education for the mentally retarded is to develop a school program which will fulfill the needs of each child, help him to live better, and teach him to use all of his capacities to become a useful and happy member of the group in which he lives. One of the first considerations in a special training program should be the physical and emotional climate of the classroom. Much can be accomplished by introducing the mentally retarded child to an attractive and stimulating classroom. Frequent analysis and evaluation of functional bulletin boards, interest centers, seating arrangements, and work areas should be made. Perhaps the major feature of a special mentally retarded class is its flexibility in programing activities. Four sample schedules of daily activities are presented as guides. Curriculum in special training classes is usually organized by use of the experience unit, which offers opportunity for life-like activities. Suggested learning experiences in the following subjects are included in chart form: language arts, reading, spelling, social studies, arithmetic, science, arts and crafts, health and safety, physical education, and music. Local administrative policies and procedures for special training classes are also discussed.

40. ED 001 354
Choral Reading in the Classroom (Elementary).
Portland, Oreg.: Portland Public Schools.
EDRS Price MF-$0.25 HC-$0.24 5P.

Descriptors: Poetry Reading, Choral Reading, Elementary Education, Primary Grades, Instructional Purposes, Kindergarten, Speech Habits, Intonation.

The purposes of the program are to develop enjoyment in reading poetry, to extend the ability to understand and interpret its meaning, to reflect feeling and interpretation through voice inflection, and to develop a feeling of group unity in a common enterprise. Arrangements for informal class work include unison, antiphonal and a solo and refrain. Selections are suggested for use with each method. Before poems are read aloud, students should read each selection carefully, note the tempo and tones called for and mark the lines of the poem to indicate who is to read.

41. ED 001 365
The More Capable Learner, Grade 3.
Fresno, Calif.: Fresno City Unified School District.
EDRS Price MF-$0.75 HC-$2.96 72P.

Descriptors: Instructional Aids, Curriculum Materials, Elementary Schools, Arithmetic, Art Appreciation, Science, Reading, Puzzles, Social Studies, Enrichment, Talented Students, Grade Three, Language.

The collection of materials provides enrichment activities for third grade pupils. An introductory section offers aids to the teacher in identifying the more able student and in teaching social studies, art appreciation, arithmetic, and Haiku--a poetry form. The second section is a compilation of sample copies of pupil materials. The materials fall under the general headings of arithmetic, reading and language, science, social studies, and puzzles.

42. ED 001 376
Program for Gifted Pupils, Grade Six.
Oakland, Calif.: Oakland Public Schools. Pub Date: Jul 1963
EDRS Price MF-$0.25 HC-$2.20 53P.

Descriptors: Gifted Children, Elementary Schools, Curriculum Development, Parent-Teacher Conferences, Homework, Classroom Organization, Grading Practices, Sixth Grade.

Teachers working with gifted sixth graders will find this bulletin of interest. It is applicable both to heterogeneous and homogeneous classes. Specific suggestions to teachers and other personnel are offered in every area of sixth grade curriculum: social studies, health and safety, mathematics, the language arts, art, music, and physical education. Each of these subject areas is discussed in light of an enriched, accelerated, challenging, and creative activity for the gifted child. This bulletin also offers suggestions for grading and marking practices, evaluation of gifted program, conferences with parents, and homework.

43. ED 001 383
Horace Mann-Lincoln Institute of School Experimentation. Annual Report, 1962-1963.
New York, N. Y.: Teachers College, Columbia University.
Pub Date: 1963
EDRS Price MF-$0.25 HC-$0.68 15P.

Descriptors: Field Experimentation, Research Projects, Classroom Innovations, Curriculum Changes, Research Projects.

Over a period of twenty-one years the Horace Mann-Lincoln Institute has undergone many changes. Its original purpose, field experimentation, was somewhat formalized into action research, the idea being that research in conjunction with action might amount to an educational form of the wartime "operations research." Gradually, the Institute staff has given up its exclusive emphasis on field experimentation. Staff members encountered a number of problems in the field that required a formal research approach, and not all problems can be formulated and solved at the point of action. The problem of curriculum change itself, for example, requires careful theoretical formulation. Staff personnel have changed, thus bringing in new people with new interests. Most of the studies in the Institute consist of formal research projects. Only two, the Mathematics Project and the Educational Communications Project, are direct attempts at classroom innovation. Research projects currently underway are: Pre-School Reading Ability, Urban Education, Career Pattern Study, Education for Self-Understanding, Children's Thinking, Leadership Training, and Curriculum Development.

44. ED 001 412
Children's Books.
By: Waxman, Sinai M.
Hartsdale, N. Y.: Greenburgh School District #8. Pub Date: Jan 1963
EDRS Price MF-$0.25 HC-$0.24 4P.

Descriptors: Elementary School, Children's Books, Negroes, Greenburgh School District No. 8.

Books including Negro characters are listed. The material committee of the Greenburgh School District continues to search for books of this type. A list of professional books related to the Negro people in the United States is also included.

45. ED 001 417
Audio-Visual Services Catalog.
Stockton, Calif.: Stockton Unified School District,
Curriculum Bulletin #164. Pub Date: Jul 1963
EDRS Price MF-$1.75 HC-$10.00 248P.

Descriptors: Audio-Visual Aids, Film Use, Equipment Repair, Elementary School, Audio-Visual Catalogs.

A catalog has been prepared to help teachers select audio-visual materials which might be helpful in elementary classrooms. Included are filmstrips, slides, records, study prints, films, tape recordings, and science equipment. Teachers are reminded that they are not limited to use of the suggested materials. Appropriate grade levels have been indicated wherever possible, as well as the time length of the films, producer, and year of production. Categories included are: art, foreign language, guidance, health, holidays, language arts, mathematics, music, physical education, safety, science, social studies, and civil defense. As an aid in replacing and supplementing existing materials, teachers are invited to submit their comments on the condition and suitability of the materials used. Directions are given on policies, how to order, operation of equipment, delivery, and equipment repair.

46. ED 001 453
Compensatory Education: A Process Report of Experimental Programs Funded Under Auspices of McAteer Act of 1963.
Los Angeles, Calif.: Los Angeles City Schools. Pub Date: 1964
EDRS Price MF-$0.50 HC-$4.48 110P.

Descriptors: Remedial Reading Program, Compensatory Education, Project Evaluation, Supplementary Teaching Program, Library Program, Evening Counseling, Parent Education, School-Community Coordination, Preschool Program, Parent Involvement, Culturally Deprived, Programs.

In the elementary level, the supplementary teaching program provided after-school instruction. In six schools in culturally disadvantaged areas, classes included remedial reading, arithmetic improvement, language arts, library activities, individualized tutoring, student leadership, and clubs to encourage interest in special areas. Evaluation indicated that the classes helped change pupils' attitudes, and helped develop self-confidence and security. A four-phase program designed to give additional services in the areas of basic reading, after-school library service, evening counseling, and school-community coordination was initiated in three junior high schools and two senior high schools. The purposes of the Basic Reading Program were to improve basic skills, to improve regular class achievement, to effect changes in student attitudes, to help social adjustment, and to improve teaching methods, instructional materials and equipment for one year. The after-school library program provided facilities for students to study, assistance in the use of reference materials, encouragement for independent reading, and an opportunity to participate in related library activities. The Evening Counseling Program offered additional counseling services to students who entered special schools, were potential dropouts, or were academically talented. It also aimed to improve communication with parents of these students and to strengthen educational and vocational planning. The school-community coordination program provided immediate personal assistance to students new to the school and community, and attempted to encourage active interest of parents in their child's education and in community activities. The great strengths of the program were evidenced by the results of assistance, and by improved communication with the community. The child observation project provided enriched experiences for both parents and children.

47. ED 001 454
Proposals for Implementing the Report of the Committee on Human Relations and the Culturally Disadvantaged.
Springfield, Mass.: Springfield Public Schools. Pub Date: May 1964
EDRS Price MF-$0.25 HC-$0.88 20P.

Descriptors: Inservice Education, Culturally Disadvantaged, Culturally Deprived, School Improvement, Language Programs, School Administration, Human Relations, School Organization, Curriculum Planning, Cultural Enrichment, Special Services, Special Personnel, Staffing, Springfield, Massachusetts, School District.

The "culturally disadvantaged" child is required to be enrolled in school; he is potentially capable of completing the program, but because of home and community environment, is unable to do so without help above and beyond that normally given in the curriculum. It is emphasized that this type of child may come from a home representing any location on the socioeconomic scale, with parents of any occupation. Proposals for programs for culturally disadvantaged children in the Springfield school system are presented in outline form. These include: inservice teacher education; a bureau of pupil services with a psychiatrist, a psychological examiner and a school adjustment counselor; special teachers and auxiliary personnel; reading services; library additions; Spanish language programs; summer programs; parent information and adult education relative to the program; a design for school community interaction; a priority list for the specific proposals; art programs; home economics education; music education; health, physical education, and safety; and cultural contacts for the elementary school students.

48. ED 001 456
Statistical Data from Pilot Project in Compensatory Education: Final Report 1965.
Fresno, Calif.: Fresno Unified School District, Compensatory Education Program. Pub Date: Jun 1965
EDRS Price MF-$0.25 HC-$1.36 32P.

Descriptors: Reading Development, Compensatory Education, Program Evaluation, Statistical Data, Test Results, Matched Group Comparisons, Pre-School Programs, Teachers, Parental Counseling, Inquiry Training Method, Student Participation, Split Reading Session.

Pre- and post-testing was done with children who participated in the pre-school program. The changes in I.Q. supported the hypothesis that pre-school training provided these children with a better background for success in regular school grades. Underachieving junior high school students participated in the pre-school program. They were divided into a control and experimental group, and more children in the experimental group progressed in their grades. The inquiry training method was based on the discovery approach to learning. It was used in an integrated group of non-disadvantaged and disadvantaged fifth and sixth grade children in the area of physical science. Testing showed disadvantaged children made more significant progress than the other children. Reading opportunity teachers were placed in two elementary schools to provide special instruction for underachievers. Data were collected through the use of test results of control and experimental group testing. Significant improvement was noted in the reading ability and skills of children given special instruction. Split session reading and a language arts approach enabled teachers to work with small groups in grades 1 through 6. One school showed no significant change, but the other did make some gains in both reading vocabulary and comprehension. It was felt that over a period of time this method of scheduling students for reading would prove beneficial. Evening counseling was held to better acquaint parents with school procedures and goals. The report contains statistics on the number of contacts made and the information gained from interviews on the family backgrounds. Recommendations of counselors were given, and continuation of the program was urged. A project census was given covering the eight schools included in the compensatory education program. A budget breakdown for the McAteer Act for two years was also given.

49. ED 001 494
The Social Context of Language Acquisition.
By: John, Vera P.
New York, N. Y.: New York Medical College, Institute for Developmental Studies, Department of Psychiatry. Pub Date: 1964
EDRS Price MF-$0.25 HC-$1.20 28P.

Descriptors: Language Development, Language Acquisition, Pre-School Programs, Vocabulary Building, Socially Disadvantaged, Verbal Behavior, Enrichment Programs, Social Factors.

It was suggested that the child, surrounded by a sea of words, sequentially and selectively acquires the nouns, verbs, and phrases of his language as well as gestures, intonations and dialects of those with whom he interacts. The rate and breadth of this acquisition is influenced by the nature of his verbal interactions with those charged with his care. As this process unfolds, certain preverbal experiences are transformed by labeling and categorizing. Thus language is a socially-conditioned relationship between the child's internal and external worlds, and once words have become mediators, the child can effectively change his own social and material reality. The classroom teacher should create a variety of learning contexts built around experiences of significance to the children of socially and culturally deprived background. Major concern is with the hypothesized shift from the child's use of words for labeling specific and often single referents, to his use of words for signifying categories of objects, actions or attributes. The major discussion question initially posed was: If such a shift occurs, does it vary from one social context to another and what are the consequences of such variation?

50. ED 001 525
Helping Educationally Disadvantaged Children.
Albany, N. Y.: The University of the State of New York, State Education Dept., Bureau of Guidance.
EDRS Price MF-$0.25 HC-$1.04 24P.

Descriptors: Intermediate Grades, Low Socioeconomic Status, Teacher Roles, Project ABLE, Counselors, Psychologists, Reading Teacher, Educationally Disadvantaged, Enrichment Activities, Parents' Role, Children's Attitude, New York.

Project ABLE, in its effort to aid disadvantaged children, worked with intermediate grade children of low socioeconomic background. The personnel involved were classroom teachers, guidance counselors, school psychologists, and reading teachers. The children were helped through such ways as counseling, remedial reading, enrichment activities, field trips, and "team teaching." Parents were encouraged to support the project through home visits, school conferences, and meetings. The aim of the project was to encourage these children to have a more positive attitude about school and education. At the end of the first year, results of examinations showed that the attitudes of the children, and their parents, had become more positive.

51. ED 001 532
Demonstration Program in Remedial Reading and Language Arts (Summer 1964).
Agassiz Village Camp, Poland, Me. Boston, Mass.: Action for Boston Community Development, Inc. Pub Date: Jun 1964
EDRS Price MF-$0.25 HC-$1.40 33P.

Descriptors: Remedial Reading, Language Arts, Reading Programs, Camp Projects, Word Skills, Student Grouping, Culturally Deprived, Summer Programs, ABCD, Boston, Massachusetts.

A summer camp was set up at Agassiz Village, Maine, in 1964, to help develop reading ability for children of Boston public schools. Objectives were to improve each child's reading achievement and related language arts ability. Informal and standardized tests were used to measure results. Physical examinations were given to detect any physical handicaps which might interfere with reading progress. The program served 162 boys of I.Q. between 75 and 100 from grades 5 through 8. Personnel consisted of 6 specialized instructors and the regular camp staff. Nine diagnostic tests were given to the boys in order to group them for instruction. Skill areas taught were: phonics, visual memory, sight, vocabulary development, oral reading, dictionary work, analytical reading, skimming, and elaborative thought. A daily schedule was given showing time allotments for all camp activities. Motivation was considered an important factor to the success of the camp. Teaching techniques employed reinforcement of vocabulary and inductive, rather than deductive, methods. A library was provided as well as numerous newspapers, magazines and other materials. A spoken language program using skits, role-playing, choral reading, musical games, and campfire programs was taught with the reading program. Eight lessons are described for the publishing of a camp newspaper.

52. ED 001 544
Basic Test of Reading Comprehension.
By: Cohen, S. Alan & Cloward, Robert D.
New York, N. Y.: Mobilization for Youth, Inc.
EDRS Price MF-$0.25 HC-$0.60 13P.

Descriptors: Reading Comprehension, Elementary School, Reading Speed, Language Arts, Testing and Measurement, Mobilization for Youth.

The test was designed to assess speed of reading comprehension. It consisted of numbered passages, one to three sentences in length, arranged in paragraph form to simulate the normal reading exercise. Toward the end of each passage, a word was inserted which spoiled the meaning of the passage. The pupils were instructed to find the word that spoiled meaning and cross it out. Thus with a correct response it could be inferred that the pupil was able to comprehend the meaning of the passage. An example of the test was (1) In the summer we play in the snow. (2) The dog bit Jane on the leg. The bite made Jane very happy. (3) Pat has a fast car. Every day he takes his slow car to school. A teachers' guide and answer sheet are included.

53. ED 001 565
The Youth Study Center Program: A Description and Manual of Procedures.
Oakland, Calif.: Oakland Public Schools, Oakland Interagency Project. Pub Date: 1964
EDRS Price MF-$0.25 HC-$2.00 48P.

Descriptors: Material Assistance, Motivation, Tutors, Individual Needs, Youth Study Center, Homework, Enrichment, Elementary Education, Secondary Education, Culturally Deprived, Oakland Interagency Project, Oakland, California.

The Oakland Study Center Program for students provided a quiet place for study, assistance in doing homework assignments, material assistance in specific subject areas, and motivation and enrichment. Students were selected according to their own interests and according to the recommendations of the teacher. Students were assigned to groups according to subject areas. At the junior and senior high school level common areas of help were in English, math, geography, science and foreign languages. At the elementary level, students were grouped by grade level, regular day teacher, subject matter and interest, individual need, sex, and particular tutors. Inservice training was held, as were evaluations of the student tutors and the study center program. Evaluation forms were displayed in the report, not the actual evaluations.

54. ED 001 571
Report of Evaluation of Kindergarten Language Awareness Program at Stonehurst Elementary School.
Oakland, Calif.: Oakland Public Schools, Oakland Interagency Project.
EDRS Price MF-$0.25 HC-$.28 5P. Pub Date: 1964

Descriptors: Kindergarten, Reading Readiness, Teacher Ratings, Auditory Discrimination, Lee-Clark Reading Readiness Test, Oakland Interagency Project, Oakland Public Schools, Visual Discrimination, Language Awareness, Program Evaluation, Oakland, California.

The primary objective of this program has been to demonstrate the effectiveness of introducing certain language concepts in kindergarten which are not normally included at that level. Special efforts were given to making the children aware of their speech habits, letters, words, and sentences. Visual and auditory discrimination skills were emphasized. The evaluation effort was to ascertain the effects of this augmented program of language awareness in the kindergarten on the reading readiness of the children involved. This was determined through the Lee-Clark Reading Readiness Test and teacher ratings of readiness. The five sections of kindergarten were not significantly different in age or ability. The test was administered and teachers rated each child on an eight-point scale from poor to excellent expectancy of success in learning to read. The mean score on the Reading Readiness Test for the group within the program was within the "high" success expectancy category, and the average for the entire group was in the range "high average" success expectancy; the difference between means was statistically significant. The mean difference of teacher ratings failed to meet the requirement of statistical significance; however, the language awareness group scored higher. Although this study was limited, the magnitude of superiority of the language awareness group on the Lee-Clark test is impressive, and strongly suggests that the introduction of a language awareness program in kindergarten level may be effective in promoting readiness for learning.

55. ED 001 573
Report of Evaluation of Third and Fourth Grade Language Development Program.
Oakland, Calif.: Oakland Public Schools, Oakland Interagency Project.
EDRS Price MF-$0.25 HC-$1.96 47P.

Descriptors: Language Development, Remedial Reading, Oakland Interagency Project, Enrichment Experiences, Disadvantaged Children, Third Grade, Fourth Grade, Oakland, California, Achievement Test Information, Reading Achievement, Family Characteristics, Culturally Deprived Programs, Longitudinal Studies, Teacher Reactions, Program Evaluations.

The objectives of the program were to provide opportunities for third and fourth grade students who have potential in terms of mental ability and behavioral stability, and to close the gap between their retarded reading and language development and reasonable grade expectancy. Remedial reading teachers were assigned to two project schools; each taught two classes of third and fourth graders daily. Programs were characterized by an emphasis on a great many firsthand experiences for the students; efforts were made to add meaning, purpose and motivation to reading and language instruction activities. The evaluation sought to determine the effects of attendance in reading and language development classes on the achievement of these students as measured by standardized tests. Detailed interviews with parents concerning the family backgrounds and present home situations were used to determine if there were any characteristics, disturbances, or problems which might be related to reading problems. Evidence was presented indicating that programs were instrumental in helping third and fourth grade students to bring achievement levels much closer to grade expectancy. Two-year longitudinal information suggests that the effects were not temporary; some benefits might not manifest themselves at the end of a seven month interval. The second year of the program seemed to have been more effective since gains were greater. Test results and teacher reactions indicated that some benefits may result from the relief of regular classroom load. No home or family related problem tendencies were discovered in fact-sheet data collected on these students.

55. ED 001 583
Report of Evaluation of Language Enrichment Program at Stonehurst Child Care Center.
Oakland, Calif.: Oakland Public Schools, Oakland Interagency Project. Pub Date: 1964
EDRS Price MF-$0.25 HC-$1.16 27P.

Descriptors: Measurement Instruments, I.Q. Testing, Reading Readiness, Language Enrichment, Pre-School Children, Kindergarten, Child Care Centers, Visual Discrimination, Auditory Discrimination, Enriching Experiences, Program Evaluation, Oakland Interagency Project, Oakland, California.

The primary objective of the language enrichment program at the child care center was to prevent future learning disabilities in language development. It involved a group of over 41 pre-school, kindergarten and first grade children. Lessons in the program emphasized auditory and visual discrimination skills. The environment was enriched through provision of materials such as games, books, and records; various excursions were taken to develop experimental background. Certain standardized testing instruments measuring reading readiness, early reading achievement, oral language problems, and intelligence were selected to ascertain what benefits may have accrued to the children involved in the program. The experimental and control groups chosen were only roughly comparable. From the data obtained with the measuring instruments, no superiority in reading readiness, reading achievement, or intelligence quotient gains was demonstrated in children attending the child care language enrichment programs as compared to other similar child care programs. However, both groups showed gains in I.Q. over previous testing.

57. ED 001 601
Interim Report of Research and Evaluation Activities.
Oakland, Calif.: Oakland Public Schools, Oakland Interagency Project.
EDRS Price MF-$0.25 HC-$1.68 40P.

Descriptors: Library Service, Language Programs, Kindergarten, Elementary School, Junior High School, Reading, Counseling, Intergroup Attitudes, Boys' Counseling, Culturally Disadvantaged, Programs, Oakland Interagency Project, Oakland, California.

The interim report of research and evaluation of activities being carried on in the Oakland Public Schools was presented. Two areas were considered: condensations of complete studies, and progress reports on ongoing research. The activities covered were the Central Research Operations (surveys and library services), Kindergarten Language Awareness Program at Stonehurst Elementary School, First Grade Reading and Language Development Program at Stonehurst Elementary School, Third and Fourth Grade Language Development Program, Special Instructional Programs at Madison Junior High School, Elementary School Library Programs, Language Enrichment Program at Stonehurst Child Care Center, Interagency School Project's Counseling Program at Elementary and Junior High School Level, School-Recreation Language Arts Development Program, An Experiment in Intergroup Attitudes, and Group Counseling for Boys in the Elementary School.

58. ED 001 605
Practices in Developmental Reading.
San Francisco, Calif.: San Francisco Unified School District.
Pub Date: May 1965
EDRS Price MF-$0.75 HC-$7.28 180P.

Descriptors: Developmental Reading, Secondary Schools, Teaching Techniques, Reading Curriculum, Vocabulary Skills, Phonetic Skills, Reading Materials, San Francisco Unified School District, San Francisco, California.

Reading development is necessary at all levels of the student's education whether he is achieving beyond, behind, or at grade level. The vocabulary skill exercises described in this guide are held to have been especially effective in the classroom. The teacher is expected to adapt exercises suited to the needs of a particular class; it should be understood that the exercises are presented as guides to vocabulary skill-building rather than as a complete program. The exercises are in the following areas: using phonetic skills, analyzing the structure of words, recognizing similarities and differences in word forms, interpreting meaning from context, developing an extensive and accurate vocabulary, and using the dictionary effectively.

59. ED 001 609
A Program of Beginning Sounds for the Young Child.
By: Kravitz, Ida
Philadelphia, Pa.: Philadelphia Public Schools, Great Cities School Improvement Program.
Pub Date: Nov 1964
EDRS Price MF-$0.25 HC-$0.36 6P.

Descriptors: Experience Factor, Adult Conversation, Beginning Reading, Listening Habits, Visual Acuity, Auditory Readiness, Teacher's Role, Children's Role, Pre-School Readiness, Language Arts, Great Cities School Improvement Program, Philadelphia, Penna.

The experientially-poor child who has heard little adult conversation directed at and for him is ill-prepared for beginning reading. His learning activities should be planned to include experience, real and/or vicarious, before he is involved with the symbolic representation of the spoken or written word. The child should have developed strong listening habits and have gained the ability to hear gross and fine likenesses and differences. He should have also developed visual acuity to the point of seeing gross and fine likenesses and differences. A program compensating the experientially-poor child should provide auditory and visual readiness, stressing beginning sounds and using objects and pictures. By the end of the program (the end of the kindergarten year), the child should be familiar with the sounds of the initial consonants and should recognize the letter names belonging to them. At no time should isolated initial consonants be taught. The sound should be attached to a spoken word. Instructions should begin with the easiest sound for a child to produce, "m." From there, instruction should proceed to the explosive, "p," "b," "t," "d," and then to the other consonants. Teaching the "m" sound should begin with having the children watch the teacher form "m" with her lips holding up an object starting with "m." The children would then repeat her procedure while at the same time holding up the object she showed them. The process should then be repeated using pictures. Specific suggestions for introducing other sounds are listed.

60. ED 001 610
Target Program 1963-64.
Philadelphia, Pa.: Philadelphia Public Schools, Great Cities School Improvement Program. Pub Date: 1963
EDRS Price MF-$0.25 HC-$0.44 9P.

Descriptors: Reading, Language Laboratory, Arithmetic, Philadelphia, Pennsylvania, Inservice Training, Teacher Role, After-School Programs, School-Community Coordinator, Parental Role, Medical Services, Recreational Facilities, Speech Correction, Student Behavior, Great Cities School Improvement Program, Target Program.

The most successful area of the program was reading. The book levels increased for the children; the longer a child was involved with the project, the greater was his rate of progress. In evaluating the role of the language laboratory, it was evident that a median increase of slightly more than three reading levels was achieved. Through the creation of the 4-40 Club Program (not described), notable progress occurred in learning the number facts. Inservice programs stimulated the faculty to try new and challenging ways of presenting materials. Teachers felt that because of inservice help, many areas of language arts had improved. The after-school program was expanded to include an arithmetic group, a homework group, two bell groups, and the glee club. The school-community coordinator organized a small but active group of Hunter Aids who made many personal contacts with parents. They stimulated parental interest in coming to school and in assisting class trips. Medical services and speech correction service were offered. Though limited, the recreational facilities gave the children a variety of activities in which to participate. Future plans included a continuation of all extra services, and a renewed emphasis on standards of behavior in school and neighborhood.

61. ED 001 611
The Philadelphia Story.
Philadelphia, Pa.: Philadelphia Public Schools, Great Cities School Improvement Program, School-Community Coordinating Team.
EDRS Price MF-$0.25 HC-$0.32 7P.

Descriptors: Ethnic Groups, Curriculum Expectations, Aspirational Levels, Family Influence, Job Skills, Consultative Services, Teacher Training, Curriculum Development, Cultural Enrichment, Scholastic Achievement, School-Community Relations, Language Growth, Field Trips, Environmental Influences, Great Cities School Improvement Program, Philadelphia, Pennsylvania.

Children involved in the project community included a diversity of ethnic groups. Negroes represented the largest single group, but increasing numbers of Puerto Rican families were moving into the north central part of Philadelphia. The children of this area were characterized by their failure to meet projected growth expectancies in curriculum areas, their lack of experiential supports necessary to successful learning in school, their low aspirational levels, their disrupted family patterns, and their inexperience and lack of specific skills needed to find jobs. Purposes were to provide these children with added consultative services, to purchase extra instructional equipment and materials, to facilitate curriculum experimentation, and to arrange opportunities for cultural and experiential enrichment. Objectives were: to aid pupil growth in areas such as scholastic achievement, behavior, and aspirational levels; to improve instruction by developing techniques and materials effective in teaching these children; to better school-community relations. To offset the lag in language growth apparent in most of the Project area children, it was necessary to add experiences designed to counteract the effects of environmental deprivation. Experimentation in reading included the trial use of relatively "culture free" beginning reading and writing systems. A variety of grouping techniques, as well as materials for concept building and increasing power in the comprehension skills, were used. Experimentation with different approaches to the retarded reader in upper grades and in junior high school was initiated. Filmstrips, tape recordings, records, and field trips were used.

62. ED 001 615
Beacon Program. Evaluation Summary, 1962-63; Projected 1963-64.
Philadelphia, Pa.: Philadelphia Public Schools, Great Cities School
Improvement Program. Pub Date: 1962
EDRS Price MF-$0.25 HC-$0.92 21P.

Descriptors: Academic Achievement, Staff Growth, Self-Images, Teacher-Pupil Relations, School-Community, Community Roles, Homogeneous Groupings, Teacher-Parent Relations, School-Community Relationships, Curriculum Expansion, Elementary Schools, Inservice Programs, Language Arts, School Specialists, Culturally Disadvantaged, Beacon Program, Great Cities School Improvement Program, Philadelphia, Pennsylvania.

The program's purpose was to raise pupil's academic achievement, increase the professional growth of the staff, develop pupil potential, bring enrichment to both children and the community, and develop a wholesome, harmonious, and intelligent relationship between the school and the community. Staff evaluations of the program revealed definite progress in language arts and arithmetic. With regard to teacher-pupil relations the consensus was that classroom relations had been wholesome and that the children were generally cooperative and courteous. Teacher-parent relations were judged by all to be wholesome and helpful. The assistance of the language laboratory teacher, the reading adjustment teacher, the science collaborator, consulting teachers, the speech teacher, and home and school-community coordinators was helpful and beneficial to the program. Expansion was projected for the inservice programs, school-wide drives, health program, physical education program, counseling service, and after-school activities. School-community coordinators reported that the Home and School Association's meetings were constructive and informative, as were the discussion groups. Communication between the school and the community had remained good. Suggestions were made for continuing the curriculum in the areas of language arts, spelling, handwriting, functional and creative writing, spoken language, arithmetic, social studies, and the arts. The homogeneous grouping of children should be continued, and, with regard to staff growth, small group or grade meetings should be emphasized. Inservice programs and special services should be expanded.

63. ED 001 616
Star Program, 1963-64.
Philadelphia, Pa.: Philadelphia Public Schools, Great Cities School
Improvement Program. Pub Date: 1963
EDRS Price MF-$0.25 HC-$0.56 12P.

Descriptors: Language Arts, Enrichment Programs, Teacher's Role, Star Program, Inservice Teaching, After-School Activities, Homogeneous Groupings, Teacher Growth, Elementary School, School-Community Relations, Scholastic Achievement, Parent's Role, Reading Groupings, Culturally Disadvantaged, Great Cities School Improvement Program, Philadelphia, Pennsylvania.

The major emphasis at Ferguson School was language arts. An evaluation revealed that, in every grade tested, the number of pupils attaining grade or above-grade scores increased. Data from the Informal Reading Inventories, administered three times during the school year, indicated a mean growth of two book levels. The area in which the least amount of growth in language arts seemed to have taken place was that of creativity. The inservice courses provided for teachers and the continued help of the school consultants were reported to have been valuable aids in expanding and improving teaching techniques.

In school-community relations, parents generally showed a cooperative attitude toward the school. The enrichment program was judged to be very successful. After-school activities, in most cases, retained student interest throughout the year; the field trips were well-attended. Future plans to help raise the scholastic achievement level of pupils include homogeneous grouping for reading, more planned opportunities for creative writing, the use of oral reading, films, recordings and other techniques to develop an appreciation for good prose and poetry. For arithmetic, drills should be continued, and, for social studies and science, use of audio-visual aids should be expanded. Teacher growth could be advanced in the area of instruction with the use of cataloging instructional aids available in school. Activities should be planned to continue and expand the staff's loyalty toward teaching, the school, and its program. The school-community relations program should see to it that parents are encouraged to visit the school regularly and that there are more "getting acquainted" evening meetings of teachers and parents. The enrichment program could be extended to include third-year pupils, and more opportunities should be available to display the results of after-school activities.

64. ED 001 624
High Roads Project: Recapitulation and Prospects, 1963-1964.
Philadelphia, Pa.: Philadelphia Public Schools, Great Cities School
Improvement Program. Pub Date: 1963
EDRS Price MF-$0.25 HC-$0.84 19P.

Descriptors: Teachers' Evaluations, Inservice Programs, After-School Programs, Language Arts Programs, Achievement Level, Cultural Level, Self-Image, High Roads Project, Teacher-Parent Relationships, Parental Role, Teacher Activities, Community Role, Faculty Role, Great Cities School Improvement Program, Philadelphia, Pennsylvania.

A teacher questionnaire evaluated the project. Results showed that the inservice program for teachers, the bookmobile, Saturday trips, assembly speakers, and the after-school program received the greatest recognition. All teachers showed a positive attitude toward the project, as well as an intensive commitment to the pupils. Some of the activities to raise the achievement and cultural level of the children were the language arts program, the arithmetic program, consultative service, and follow-up experiences. Outside the classroom, activities such as assemblies, Book Fairs, art displays, and after-school activities were utilized. Saturday enrichment and summer programs were used. To help the child create a more positive image of himself, outstanding Negroes were invited to school assemblies, more recognition was given to the pupils' work, and parents were encouraged to view their children as worthy and capable of achieving. Teachers should be kept informed and involved through establishing a special bulletin board, giving more teachers specific responsibilities on committees, and disseminating more information about activities. Teacher morale and interpersonal relationships would be improved and the instructional level raised by making more help and materials available. Activities involving parents and the community should attempt to increase parental responsibility, obtain wider participation and interest in school affairs, and help parents comprehend the potential and educational problems of their children.

65. ED 001 626
Instructional Materials to Meet the Needs of Urban Youth.
Chicago, Ill.: Chicago Public Schools, Great Cities School Improvement Program, Research Council. Pub Date: 1965
EDRS Price MF-$0.25 HC-$0.64 14P.

Descriptors: Instructional Materials, Urban Youth, Textbooks, Content Selection, Communication Skills, Pluralistic Society, Speech Improvement, Reading Skills Development, Listening Skills Development, Urban Schools, American History.

As a result of a request by textbook publishers for a list of suggested instruction materials to meet the needs of youth in large urban centers, the committee on instructional materials has developed illustrative guidelines for the selection of content for both elementary and secondary urban school texts. One major consideration was the need for materials depicting realistic situations in urban areas. Basically, textbooks and materials must be concerned with the diversity of people who make up urban society; the highly mobile and transient population; the differences in social and economic status; and the changes in economic, educational, political, social, and family life. A second need is for concern about the pluralistic nature of society in urban areas. Materials should avoid emphasizing the separateness of minorities when attempting to recognize their special needs. Reference should be made to the cultural and ethnic groups as they arise naturally in the society and should indicate appreciation for their contributions and achievements without undue emphasis. Identification of urban young people with events and people depicted in American history is another need. Textbooks must find imaginative ways to present the American past for those handicapped by limitations of environment so that they may feel a part of ongoing American history. Finally, instructional materials need to help develop vital skills of communication. Teachers need specific suggestions for teaching literature, reading and listening skills, and for improving speech.

66. ED 001 633
Promising Practices from the Projects for the Culturally Deprived.
Chicago, Ill.: Chicago Public Schools, Great Cities School Improvement Program, Research Council. Pub Date: Apr 1964
EDRS Price MF-$0.50 HC-$3.40 83P.

Descriptors: Immigrant Students, Culturally Disadvantaged, Inservice Education, Urban Education, Dropouts, Work-Study, Guidance Activities, Reading Programs, Summer Programs, Community-School Relations, Early Admissions, Team Teaching, Special Grouping, Job Retraining, Urban Schools, Non-Graded Classes, Great Cities School Improvement Program.

In the survey taken of 14 urban school districts, successful special projects included: inservice education and recruitment, reading programs, summer programs, community-school relationships, guidance activities, early admissions programs, team-teaching programs, special placement classes and job retraining programs. All practices are intended to serve as compensatory education for disadvantaged youth. Each school district described briefly a few of its successful programs. Baltimore's "Early Admissions" seeks to give children the ability to compete successfully in school. Enriched reading is part of the Buffalo elementary school program for the culturally different. Fourteen-year-olds are specially grouped in non-graded classes to build reading skills in programs that provide compensatory education in the language arts, special textbooks giving attention to the American Negro, library services in the elementary schools, and summer school and demonstration laboratory schools. Houston has initiated a back-to-school drive, while Los Angeles is providing tutorial services and a work-study program for potential dropouts. Orientation is provided in Milwaukee for immigrant and transient children. New York's Demonstration Guidance Project is attempting to prevent dropouts with preemployment education, night school, career guidance classes and the school-to-employment programs. Inservice education, school-community coordinating teams, and language arts are given emphasis in Philadelphia. Pittsburgh uses team-teaching for more able students. By using tutoring, counseling and work-study programs, St. Louis has fought the dropout problem. San Francisco has a youth opportunities center to train youth for jobs and to help them find employment.

67. ED 001 638
Steps Toward Compensatory Education in the Chicago Public Schools.
Chicago, Ill.: Citizens Schools Committee of Chicago.
Pub Date: Aug 1964

EDRS Price MF-$0.25 HC-$0.92 21P.

Descriptors: Class Size, Teacher Role, Social Worker, Parents' Role, Summer Schools, Counseling, Teaching Materials, After-School Projects, Pre-School Programs, Principals' Role, Inservice Training, Remediation Centers, Compensatory Education.

The Citizens Committee offers suggestions for compensatory education to meet the needs of all children living in areas of high transiency who have experienced a meager educational background. The suggestions are: that class size be limited to 25 students; that the length of school days in "difficult" areas be lengthened; and that the salary of teachers be increased. In these "difficult" schools, experienced, skilled teachers should be used, and the rewarding of school social worker certificates should be initiated. In the primary grades, reading and the use of English and mathematics should be emphasized. Children with lower than average ability levels and serious emotional problems should be given special care, and the degree of counseling and vocational guidance they receive should be increased. Pre-school programs, after-school projects, and summer school opportunities should be expanded. Parents should be involved, and volunteers should be used. Procedures were suggested to implement these recommendations: 1) a greater continuity of principals, 2) the freeing of assistant principals from classroom teaching, 3) the provision of more teaching materials and such special learning experiences as trips, 4) orientation programs, placement centers and remediation centers available for students, and 5) an inservice training program for teachers. An extensive bibliography is appended.

68. ED 001 639
Evaluation of the Harrison Heights Program.
Philadelphia, Pa.: Philadelphia Public Schools, Great Cities School Improvement Program. Pub Date: Sep 1961
EDRS Price MF-$0.25 HC-$0.92 21P.

Descriptors: Children's Talents, Aspirational Level, Talent Identification, Language Arts, Arithmetic, Social Studies, Science, Counselor Role, Teacher Role, School-Community Coordinator, Parental Role, Culturally Disadvantaged, Harrison Heights Program, Great Cities School Improvement Program, Philadelphia, Pennsylvania.

The program was designed for children of limited background. It attempted to discover and develop to the fullest, visible or latent talents of the children. Its goals were to raise the aspirations of the pupils. By exposing all of the children to many kinds of experiences, the attempt to interest them early in their career choices was successful. Pupil talent was identified by the use of the Verbal Ability Test, Iowa Test, Lorge-Thorndike Test, and City Standardized Tests. The pupils were rated according to their physical, social, emotional, and mental characteristics, as well as by teacher-counselor referrals. In the language arts program, homogeneous grouping was used but individual differences were not ignored. Small groups and individual instruction were used to provide for various rates of progress and differences in achievement within the grade level. Within the language arts program, emphasis was placed on phonics, spelling, handwriting, creative writing, and speech. A language laboratory was used, and inservice education was provided for teachers. The other programs included arithmetic, social studies, science, and physical education. The counselor worked with teachers in handling problem children. The school-community coordinator maintained communications with parents; some of her activities included assisting and training the families in domestic duties.

69. ED 001 668
Overview of the World-of-Work Training Program and an Explanation of the Cadet Training Program.
Syracuse, N. Y.: Syracuse Public Schools, Madison Area Project.
EDRS Price MF-$0.25 HC-$0.44 9P.

Descriptors: Occupational Training, Training Programs, Curriculum, Elementary Education, Tutoring Services, Counseling Services, Training Environments, Secondary Education, Work-Study Programs, Work Experience, Student Motivation, Vocational Education, Job Experience, Madison Area Project, Syracuse, New York.

To curtail the number of school dropouts the program has been developed to provide for student needs from the pre-school level through high school. In the pre-school program, the curriculum is structured to provide increased educational motivation and language development depending upon the specific needs of the child. In the elementary program, special emphasis is on reading motivation and the growth of self-awareness. Counseling is available for the expansion of a child's learning program. The Cadet Training Program has been incorporated into the junior high curriculum. Its main purpose is to provide potential dropouts with a work-study program suited to their immediate needs. Local businesses and industries are used as training environments, and a School-to-Employment Program of learning is arranged by the school coordinator. A student spends part of the day at school (following an individual course of study related to the occupational field he has selected) and part of it on the job. In addition to motivating the student to continue to work for a high school diploma, the Cadet Training Program is designed to develop understanding and appreciation of the social and economic values of production, distribution, and consumption of goods. The cadet learner is able to discover his own interests, aptitudes, and abilities; he also gains experience in understanding occupational opportunities and in applying for positions. Later, the student may wish to enter the Internship Training Program, the Certificate-Night School Program, or the Apprenticeship Training Program, all of which lead to a high school diploma.

70. ED 001 671
Elementary Reading Guide.
Englewood, N. J.: Englewood Public Schools. Pub Date: Nov 1964
EDRS Price MF-$0.50 HC-$4.48 110P.

Descriptors: Reading Instruction, Oral Language, Vocabulary Development, Word Recognition, Individual Reading, Planning Methods, Pre-Reading Instruction, Language Opportunities.

The improvement of instruction in reading for every child in the Englewood Public School system was the goal. Teachers of intermediate as well as primary level pupils were confronted with several questions:

1) How many opportunities are provided for each pupil to express his ideas in a dignified framework to one or two of his peers, to his class, and/or to the teacher? 2) Are content area subjects organized into groups of two or three so each pupil may interact in a discussion? 3) Is a concrete experience provided each day for each pupil to express his ideas, consciously observing rules of good diction, voice, volume, and inflection? Discussions are included concerning the teaching of listening and speaking skills, comprehension, vocabulary development, and word recognition; in the use of the school library, basal textbooks, individualized reading, and supplementary reading; and in the organization of teaching in a sequential reading program. It is anticipated that teachers will use the charts, suggested ideas, activities, and resources offered in planning reading lessons in accordance with the level and maturity of the class.

71. ED 001 686
Appendices A, B, C, and D: The Reading Program: An Overview.
By: Byrol, Charlene H.
Syracuse, N. Y.: Syracuse Public Schools, Madison Junior High School. Pub Date: Sep 1963
EDRS Price MF-$0.25 HC-$0.64 14P.

Descriptors: Reading Programs, Reading Instruction, Elementary Schools, Seventh Grade, Eighth Grade, Reading Clinics, Comprehension Skills, Listening Skills, Instructional Materials, Reading Deficiencies, Student Motivation, Student Progress, Individualized Instruction, Vocabulary Extension, Madison Area Project, Syracuse, New York.

A realistic look at standardized test results and early observation of student performance in silent and oral reading situations revealed that the majority of the 7th and 8th grade pupils were disabled readers. Six specific aims were: refining comprehension skills, extending interests and recognition skills, improving reading, strengthening word recognition skills, improving oral reading ability, building vocabulary, teaching students to follow written and oral directions independently, and improving study skills. It is reported that much has been accomplished toward finding effective ways to extend the elementary school reading program into a sequential program suitable for junior high school. On the 7th grade level, pupil's strengths and weaknesses in English were tested diagnostically. The students were then placed in groups according to their respective scores. Instructional materials used included English 2600, Coronet Programed Learners, the Webster Reading Laboratory, and supplementary paperbacks. Movement of the children took place quarterly. Motivation increased when students were informed of the level at which they were reading. The program was individualized as much as possible. The 8th grade reading program was similar to that of the 7th with respect to pre-testing, grouping, motivation, and individualized emphasis, but used the S.R.A. Reading Laboratory materials. The Madison School

Reading Clinic involved approximately 30 pupils during the 1963-64 school year. Concepts and vocabularies were built through unit studies and aided by such devices as the tape recorder, progress charts, graphs, wall charts, cumulative file cards, and vocabulary file boxes.

72. ED 001 690
A Potential and Actual School Dropout Project: A Report on the Youth Development and Training Program.
By: Leake, Deliah B. & Engel, Gerald
St. Louis, Mo.: Presbytery of St. Louis. Pub Date: May 1964
EDRS Price MF-$0.25 HC-$1.24 29P.

Descriptors: Church Action, Potential Dropouts, Cultural Enrichment, Pre-School Programs, Elementary Schools, Community Action, Social Agencies, Remedial Reading, Study Halls, Tutorial Centers, Vocational Guidance, Summer Programs, Secondary Schools.

The training program is administered by the St. Louis Presbytery as a three year demonstration program and is financed by a $56,000 grant from the United Presbyterian Women. In the first eighteen months five centers for tutoring, located in various Presbyterian churches, were organized on a non-sectarian basis and were opened to children attending school in the immediate neighborhood. Efforts were made to establish relationships with ministers, congregations, directors of Christian education, professional and non-professional agencies, schools and boards of education, and employment agencies. Relationships with actual dropouts were established through church agencies. The program is operated by volunteers trained in working with potential and actual dropouts. Specialists in academic fields are utilized for supervised study halls. Specialists in education, psychology, counseling, religion and social work constitute the best resources for training. Various services are provided in the centers. Tutoring classes help children with homework and study in basic language and arithmetic skills. Remedial reading programs attempt to make reading more enjoyable for children. Creative activities and trips provide cultural enrichment. A summer program for older elementary students provides experiences in planned recreation, singing and crafts. A pre-school program enables children to adapt better to school life. Vocational guidance and placement service, as well as vocational skills classes, have been provided for high school students.

73. ED 001 694
A Linguistic Approach to Beginning Reading for Bilingual Children.
By: Robinett, Ralph F.
Miami, Fla.: Dade County Public Schools. Pub Date: May 1965
EDRS Price MF-$0.25 HC-$0.92 21P.

Descriptors: Reading Materials, Elementary Schools, Bilingual Schools, Curriculum Development, Non-English Speaking, Structural Linguistics, Linguistics, Reader Series, Teaching Techniques, Vocabulary Development, Linguistic Approach.

The bilingual school organized in Dade County, Florida, incorporates a language and reading program emphasizing structural linguistics. The special reader series being utilized, the Miami Linguistic Readers series, has been developed around ten major linguistic and pedagogical premises. The material must deal with topics interesting to the children and reflect their language forms. The child should have aural-oral control of the material he is expected to read. The development of beginning reading material should focus on the skills involved in the process of reading. Sound symbol presentations should be in terms of spelling patterns rather than individual letter sounds. The grammatical structure and vocabulary should be controlled, and the child should learn to read by structures. Writing experiences should reinforce those of listening, speaking, and reading. The materials should be organized so the learner may achieve success as he progresses through the materials. In a complete sense, the program teaches English as a second language. Each of the premises is discussed in detail with references made to the reader series.

74. ED 001 695
Nat the Rat.
Pupil's Book. Miami Linguistic Readers, Level Two. Miami, Fla.:
Dade County Public Schools. Pub Date: 1964
EDRS Price MF-$0.25 HC-$1.40 33P.

Descriptors: Linguistic Readers, Animal Characters, Illustrations, Reading Development, Elementary Education, Language Arts, Level Two, Bilingualism, Bilingual Education, Miami Linguistic Readers, Dade County Public Schools, Bilingual Programs.

The experimental edition of Nat the Rat represents level two of the Miami Linguistic Readers designed to be used in teaching beginning reading to pupils whose pre-school language was other than English. The five major characters in the story are introduced on the first five pages of the pupils' book. Illustrations (black and white) to reinforce the vocabulary are shown on the succeeding pages. At the end of the book, new words introduced in the story are listed by page number. The story involves Nat Rat, King Kim, Cab Cat, Rab Rabbit, and Pap Pig, and takes place in and about the King's castle. Other readers in the series are: Biff and Tiff, Kid Kit and the Catfish, Tug Duck and Buzz Bug, The Sack Hut, On the Rock in the Pond, The Picnic Ship, Hot Corn Muffins!, The Camping Trip, and The Magic Bean.

75. ED 001 696
Participants 1964-1965: Out-of-State Field Trial, First Year Materials. Miami Linguistic Readers. Miami, Fla.: Dade County Public Schools.
Pub Date: 1964
EDRS Price MF-$0.25 HC-$0.12 2P.

Descriptors: Miami Linguistic Readers, Field Trials, Language Arts, Elementary Education, Reading, Bilingual Programs, Book Use, Bilingualism, Bilingual Children, Dade County Public Schools, Miami, Florida.

Names and addresses of the schools using the Miami Linguistic Readers series and the names of teacher representatives and coordinators for each group, in the out-of-state field trial (1964-65) are listed. Representatives were from Arizona, California, Puerto Rico, Colorado, New Mexico, and Texas.

76. ED 001 702
The Preparation and Evaluation of Inter-Language Testing Materials.
By: Manuel, Herschel T.
Washington, D. C.: U. S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Program.
Pub Date: 1963
EDRS Price MF-$0.50 HC-$4.84 119P.

Descriptors: Testing Materials, Spanish Language, Reading Abilities, Inter-American Studies, Comparative-Language Testing, General Abilities.

A new series of Inter-American Tests of General Ability and tests of Reading in parallel English and Spanish editions has been developed for use in a variety of situations. The tests represent tools which may be used effectively throughout this hemisphere wherever English or Spanish is spoken. The tests were constructed from materials common to two cultures, making possible a comparison of abilities across linguistic and national borders. The materials were developed for use with elementary school children. Data on correlations with similar tests are included, as well as tentative norm data.

77. ED 001 724
A Model Program for Remedial Reading.
By: Cutts, Warren G.
Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education.
EDRS Price MF-$0.25 HC-$0.88 22P.

Descriptors: Facilities, Remedial Reading, Reading Failure, Personnel, Teacher Qualifications, Reading Centers.

General guidelines are provided, which may be adapted to specific problems and conditions in individual school systems. Background material distinguishes between corrective reading instruction by the regular teacher in the classroom and remedial reading involving instruction received outside the regular classroom. A review of causative factors in reading failure is given. A specific problem for instruction in remedial reading is not given. Emphasized are expert diagnosis of reading failure, adequate facilities, and well trained and sufficient personnel. A model Reading Center is described, and includes a floor plan, furniture, equipment, and activity use of space. In addition, instructional materials are listed for use in reading clinics located away from the center.

78. ED 001 739
Denver Public Schools, A Report to the Board of Education: Reading in the Elementary School: Some Basic Dimensions.
Denver, Colo.: Denver Public Schools, Division of Instructional Services. Pub Date: May 1962
EDRS Price MF-$0.25 HC-$1.60 37P.

Descriptors: Vocabulary Skills, Beginning Reading, Applied Reading, Comprehension Skills, Reading Programs, Reading Materials, Reading Instruction, Independent Reading, Sequential Reading Programs, Basic Reading, Elementary Schools, Word Analysis.

The reading instruction program of the Denver Public Schools is summarized. Objectives include teaching word recognition skills, developing the habit of reading, stimulating the desire for recreational reading, developing an interest in many types of reading material, teaching skills in making use of ideas gained in reading, and developing reading speed and efficiency. In addition to defining the objectives and basic dimensions of the elementary reading program, this report also discusses the four component and interrelated stages of the program in action and the procedures used in organization of these stages. The Beginning Reading Program is designed to provide boys and girls with an earlier and more successful start in reading. The Basic Reading Program enables children to acquire the essential skills of effective reading through the use of a textbook. The Extended Reading Program is used to fix the habit of reading, to increase love of reading, and to sharpen skills learned in earlier stages. Finally, in the Applied Reading Program, pupils are taught to apply their reading skills to the study of content fields.

79. ED 001 740
Curriculum Guide for the Library Program, Kindergarten Through Grade 6.
Birmingham, Mich.: Birmingham Public Schools. Pub Date: 1963
EDRS Price MF-$0.50 HC-$2.44 60P.

Descriptors: Library Instruction, Elementary Education, Library Goals, Attitudes, Library Skills, Library Guide, Teaching Methods, Library Programs, Library Aids, Libraries.

A guide by which to encourage students' acquisition of appropriate library skills and attitudes is presented, including a course of study for grades K-6. The library program is an integral part of the school program; some general principles supporting this concept include the following: the school library program reflects the philosophy of the school and enriches all parts of its educational program; every boy and girl within the school is reached by the library program according to his individual needs; the library is a laboratory for research and study where students learn to work alone and in groups under the guidance of librarians and teachers. The purposes of library instruction are to teach children to use books skillfully, to develop skill in using card catalogs, to build skills in using reference books, and to develop skills in organizing such information as bibliographic data.

80. ED 001 743
School Library Services for the Culturally Deprived Child.
By: Darling, Richard L.
School Life. Pub Date: Oct 1963
EDRS Price MF-$0.25 HC-$0.28 4P.

Descriptors: Library Standards, Culturally Deprived, Reading Instruction, Elementary Education, Library Expenditures, Library Services.

Many programs for the culturally deprived emphasize special techniques in reading instruction. Among these techniques are smaller classes, audio-visual materials, and library books. The content of primers is even further from the experience and interests of the disadvantaged child than for the average child. Although studies indicate the importance of libraries in reading instruction, few school systems are adequately improving library collections and services. The elementary school library can provide materials of greater interest to the child which can help him extend his speaking and reading vocabulary. The importance of a picture book collection is also emphasized, particularly in reading readiness programs for the culturally deprived. After the child begins to read, he can be encouraged through displays and exhibits. The contribution which an elementary school library can make to the education of the culturally deprived child depends on the quality of the library. Indications are that school libraries in large urban school systems are far below the standards of the American Association of School Librarians. Although there are differences among systems, many are without centralized libraries, and all have less books and expenditures per student than the national average. Because of greater problems, urban areas are spending less money on library services. Effective library services are vital to programs for culturally deprived children.

81. ED 001 744
Let's Teach Word Analysis Skills.
Upper Marlboro, Md.: Prince George's County Public Schools.
Pub Date: 1963

EDRS Price MF-$0.25 HC-$2.32 56P.

Descriptors: Word Analysis, Teaching Guides, Reading Skills, Reading, Syllabification, Teaching Reading, Phonetic Analysis, Structural Analysis.

A guide on the teaching of word analysis skills is presented. Knowledge of word analysis does not ensure good reading ability. It should, however, enable the individual to become more independent in his reading. Skills developed through a knowledge of word analysis can do much to enhance the understanding of written material and to enable the student to become a more proficient reader. The study of word analysis is approached through an understanding of the principles involved in four major areas: phonetic analysis or sound clues, structural analysis or sight clues, syllabification, and accent. Teachers are urged to lead their pupils in discovering for themselves the rules, principles in their own words. The exact wording of a rule is not important if the meaning is clear to the children. It is the understanding of the underlying principles of word analysis and the ability to apply these principles that make word analysis an invaluable tool in learning to read.

82. ED 001 745
Elementary Reading Guide.
Berkeley, Calif.: Berkeley Unified School District.
Pub Date: 1963

EDRS Price MF-$0.50 HC-$3.88 93P.

Descriptors: Teacher's Guide, Developmental Reading, Remedial Reading, Appreciation of Literature, School Library, Creative Reading, Reading Skills, Word Identification, Book Lists, Elementary School, Literature.

Children should be assisted to read at the following levels: 1) word identification, 2) casual skimming, 3) reading for exact, literal meaning, and 4) creative reading for implied and inferred meanings, appreciative reactions, and critical evaluations. The guide is to be used as one of the tools for teachers in an effective program of reading instruction as part of an integrated and flexible approach to a total language arts program. The developmental reading program includes the kindergarten program, grouping for reading, lesson planning, and the use of the Science Research Associates, Inc. (SRA) reading laboratories. Skills to be taught are comprehension, word recognition, oral reading, creative reading, and the extension of reading skills with dictionaries, encyclopedias, and the "art of research." The remedial reading section gives criteria for the selection of pupils, the symptoms and suggested corrections of reading disabilities in the primary grades, a sequence of fundamental word analysis skills, and informal tests of word attack skills, and reading ability. A list of high-interest, low-vocabulary books is also given. The appendices contain a vocabulary comparison of the three basic reading series, possible weekly programs, a record of SRA reading laboratories and reading levels completed, a skill development chart, lists of suggested materials and library skills by grade.

83. ED 001 751
After-School Study Centers: Volunteer Work in Reading.
By: Janowitz, Gayle
Chicago, Ill.: Hyde Park Neighborhood Club. Pub Date: 1964
EDRS Price MF-$0.25 HC-$1.76 39P.

Descriptors: Elementary Education, Community Participation, Underachievers, Study Centers, Curriculum, Reading Problems, Reading Games, Tutoring.

A study center in Hyde Park, Chicago, was opened in September, 1962. It consisted of a deposit collection from the public library, a study room equipped with reference material, and space for individual tutoring. The purpose of the study center was to help children feel that success is possible so that they could begin to feel more self-confident in academic areas. The center could help 60 children at one time, most of whom were referred by seven neighborhood schools. It was open weekdays after school and on Saturdays. Such a center could become inundated with those who "have no place to go," when it should be directed toward underachievers. It should help those who have handicaps, such as reading problems, but should not attempt to remediate severe problems. Tutoring is, basically, good reading instruction. The standard readers teach the mechanics of how to read; supplementary and controlled vocabulary books at every level could give helpful reinforcement. The tutor and child should know each other as individuals, recognizing willingness to achieve and willingness to help. Tutors should work with small informal groups to be able to detect problems and to maintain a good relationship with each child.

84. ED 001 761
After School Study Centers Program.
New York, N.Y.: New York City Public Schools, Division of
Elementary Schools. Pub Date: 1965
EDRS Price MF-$0.25 HC-$0.88 19P.

Descriptors: Tutorial Instruction, Teacher Qualifications, Mathematics Instruction, Reading Instruction, School Supervisors, Administrative Procedures, After-School Centers, Library Services, Homework, Elementary Schools, Remedial Services.

A concentrated effort has been undertaken to improve educational opportunities and achievement levels of pupils in culturally disadvantaged areas and to offer special remedial and tutorial help. The organization schedule calls for remedial programs in reading and mathematics, homework assistance, and use of the library for two-hour sessions three days each week. The best teachers available should be selected for the ASSC program. They should preferably be regularly appointed teachers, have had at least three years of successful elementary school teaching experience, have demonstrated outstanding ability to work with children, and be selected according to seniority where applicants are equally meritorious. The ASSC supervisor, usually an elementary school assistant principal, assumes responsibility for: improving methodology of teachers motivating pupil attendance through appropriate procedures, training teachers, coordinating the regular day school program with the After-School Study Center program, and evaluating the program. To aid the supervisor in administrative procedures, discussions of suggested practices in the following areas are presented: attendance, secretarial service, service payroll report, materials, snacks, fire drills, and use of volunteers.

85. ED 001 770
Modifying the School Experience of Culturally Handicapped Children
in the Primary Grades.
By: Rockwell, Robert E. & Liddle, Gordon P.
Quincy, Ill.: Quincy Youth Development Commission. Pub Date: Jun 1964
EDRS Price MF-$0.25 HC-$0.68 15P.

Descriptors: Elementary Schools, Community Action, Culturally Deprived, Pre-Reading, Parent Attitudes, Social Workers, Student Problems, Enrichment.

The action study was designed to provide a richer background of intellectually stimulating experiences for the culturally deprived child through a better use of community resources and school facilities and materials. The second facet of the program concerned working with parents. Consultation and enrichment were given in art, music, reading, and emotional problems. Various field trips were organized with pre- and post-relevant experiences. Inservice training workshops dealt with problems of the culturally deprived. Additional materials were used. Parents were encouraged to take part in the education of their children. A newsletter was published each month including ideas for homework, parent news, and parental views on home-school problems. The responsibilities of the workers dealing with the families included: conducting a follow-up interview after the school year had begun, acting as a liaison between the teacher and the family, observing the classroom and home for special needs and problems, and organizing parent groups for discussion of problems. College students aided as teacher-helpers. Various community groups made special contributions to the program. The Fine Arts Society, the public library, the local health department, church groups, and welfare agencies were among those who aided in the program.

86. ED 001 774
Higher Horizons: Progress Report.
By: Landers, Jacob
New York, N. Y.: New York Public Schools. Pub Date: Jan 1963
EDRS Price MF-$0.50 HC-$4.88 107P.

Descriptors: Disadvantaged Children, Guidance Programs, Counseling Services, Student Motivation, Teacher Training, Remedial Services, Parent Education, Evaluation of Deprivation, Curriculum Enrichment, School Dropouts, Cultural Enrichment, Community Involvement, Teacher Motivation.

Human talent is much too precious to be stifled and wasted. Therefore, it should be sought out, uncovered, and developed in the schools. Higher Horizons is a quest for the kind of education which, adjusted to the needs of disadvantaged children, will enable them to compete with other children on an equal basis and to receive a fair share of the rewards of society. The experiment began in 1959, in two grades, third and seventh. It extended by one elementary and one secondary grade each year. The population of the program includes both academically disabled and able children. A major part of the effort has consisted of training and re-training teachers. More time had been given to the training of new teachers than to any other single activity. Inspiring teachers with a faith in the educability of children is a basic key in training. An improvement in the instructional patterns, with remedial services in reading and other basic skills, is another area of program action. The instructional program is accompanied by planned cultural enrichment activities, including an extensive trip program. The keystone has always been guidance service, at the heart of which lies individual counseling.

87. ED 001 777
After-School Study Centers Review (Spring 1965).
By: Schwab, Rose L.
New York, N.Y.: New York City Public Schools. Pub Date: Jun 1965
EDRS Price MF-$0.50 HC-$1.72 64P.

Descriptors: After-School Centers, Remedial Services, Reading Instruction, Teaching Materials, Homework, Library Services, Problem Solving, School Publications, Minority Groups, Disadvantaged Children, Administrative Routines, Mathematics, Creativity.

An action program attempts to promote better academic achievement for minority group children. About 70,000 children are involved in the ASSC program, three afternoons a week. In addition to the remedial services and teacher assistance, school libraries and homework rooms are made available to ASSC pupils and provide stimulation for those needing to improve their work-study skills. Since skill in reading is the core of elementary education, reading activities comprise a large part of the after-school study center program. There is rarely a single remedy or cure-all for reading deficiency, but small groups make it possible for the teacher to fit methods and materials to the child. Presented in the review are summaries and suggestions from various ASSC schools and teachers on the use of materials, audio-visual equipment, taped lessons, creative endeavors, and special reading projects. The program of mathematics in the elementary school is concerned with helping children at all levels of ability to develop mathematical power, to learn mathematics as a science, and to use mathematical skills with interest and assurance. Suggested problem-solving aids and case studies compiled by various ASSC teachers are included. Summaries of individual school efforts in the areas of library services and homework, school publications, and administrative routines are also presented.

88. ED 001 780
Replications of Some Aspects of the Higher Horizons Program in a Southern Junior High School.
By: Brazziel, William F. & Gordon, Margaret
The Journal of Negro Education (Spring 1963)
EDRS Price MF-$0.25 HC-$0.64 13P.

Descriptors: Culturally Deprived, Student Motivation, Parent Attitude, Inservice Training, Cultural Enrichment, Elementary Schools, Teacher Training, Guidance Counseling.

The investigators were interested in: what portions of the Higher Horizons Program could be replicable; measurable changes in student achievement; attitudes and habits as a result of the experiment; and school and community dynamics which precipitated and accompanied innovations. Certain features of the Higher Horizons Program for culturally disadvantaged children were attempted in the seventh grade of Jacox High School in Norfolk, Virginia. An inservice reading program for teachers, a program of increased direct teacher-parent relationships, a program of increased group guidance, and a program of intra-school cultural enrichment were included in the experiment. The cost of replicating the principles and procedures designed to help culturally deprived children make better use of education was not exorbitant.

89. ED 001 787
Evaluation of the Higher Horizons Program for Underpriviledged Children.
By: Wrightstone, J. Wayne
New York, N.Y.: New York City Public Schools, Bureau of Educational Research.
Pub Date: Dec 1964
EDRS Price MF-$1.25 HC-$11.92 298P.

Descriptors: Evaluation Techniques, Elementary Schools, Teacher Attitudes, Secondary Schools, Culturally Deprived, Student Testing, Teacher Evaluations, Testing, Student Attitudes, Student Aspirations.

Two major areas evaluated were elementary schools and junior high schools. Tests and interviews were designed to analyze progress in aptitudes, achievement, and attitudes of the culturally deprived. On the elementary level there was no significant change in the aptitude of pupils from the third to sixth grade shown by group I.Q. scores. Reading achievement was no higher for Higher Horizons' pupils than non-Higher Horizons' pupils, whereas arithmetic levels were better for the Higher Horizon pupils. There was no significant difference in school attitude or self-image concepts, while attendance and non-truancy rates were better among the Horizon group. The staff evaluation rated the program positively. The conclusions for junior high schools were generally the same as for the elementary schools. The problems, procedures, and conclusions were treated in extensive detail. Tests used in the evaluation accompany the text.

90. ED 001 791
Progressive Choice Programing for Delinquenogenic Communities: A Proposal for Research.
Washington, D.C.: The Institute of Educational Research, Inc.
EDRS Price MF-$0.25 HC-$0.80 23P.

Descriptors: Juvenile Delinquency, Reading Programs, School Dropouts, Elementary Children, Unemployables, Research Opportunities.

The two major target populations for these programs are children entering school in first or second grade who are in delinquenogenic neighborhoods and adolescent dropouts who attend special Youth Counseling Centers where skills can be taught. The program should develop reading skills and enrich vocabulary providing a basis for accelerated educational progress and orienting students to prevent or reduce delinquency. The following are characteristic of delinquents: rejection of community values, lack of sustained life planning, lack of method of obtaining status, feelings of injustice, and a distinct vocabulary. The effectiveness of any training program must be evaluated by the subsequent behavior of the trainees. There should be a reduction of delinquent acts. Participants should be more employable. The programs must be economical and readily available, requiring less skills, equipment, and housing than alternative methods of training. Learners will progress according to personal proficiency, ability to organize, and ability to plan. The development of status is dependent upon the individual's willingness to invest his time and energy. The Progressive Choice Reading Program involves short units of programed material which require a response to the text and which feed back the adequacy and relevancy of the learner's response. Post-reading skills, basic science, and basic math follow the basic reading program.

91. ED 001 803
Development of Reading Materials and Reading Skills in Target Area Elementary Schools.
Minneapolis, Minn.: Minneapolis Public Schools and Youth Development Project of the Community Health and Welfare Council. Pub Date: Apr 1964
EDRS Price MF-$0.25 HC-$0.44 8P.

Descriptors: Reading Programs, Reading Materials, Culturally Disadvantaged, Teaching Techniques, Special Schools, Enrichment, Beginning Reading, Curriculum Revision.

The middle-class orientation of instructional materials being used for culturally deprived children in Target Area elementary schools caused the materials to have limited meaning for the children. Teachers wanted two basic changes in reading material. First, illustrations used in the reading materials should be relevant to the children's experiences. Second, school experiences should be enriched so that the beginning readers could move from an understanding of the illustrations (symbols of life as they know it) to an understanding of life in a middle-class society. Accordingly, the new reading materials will deal with experiences of culturally deprived families. A reading resource teacher will be available to aid classroom teachers in working with students to improve their reading skills. Enrichment experiences will include field trips and more extensive use of audio-visual materials.

92. ED 001 804
Experimental Material: Reading Section, Part 1, Vocabulary Skills, Reading Comprehension, Critical and Interpretive Reading.
Albany, N.Y.: The State Education Dept. Pub Date: 1964
EDRS Price MF-$0.50 HC-$4.44 107P.

Descriptors: Experimental Curriculum, Vocabulary, Reading Comprehension, Language Arts.

The program of instruction in English consists of a number of vertical strands running from kindergarten through grade 12 and beyond. The reading strand is prepared on the sequential development of skills. Five units--word attack skills, vocabulary, acquisition skills, comprehension skills, and critical and interpretive reading--are developed with illustrative learning activities in grade units, kindergarten through grade 3, grades 4 through 6, grades 7 through 9 and grades 10 through 12. The separation of units is for convenience only. The units should not be presented as separate learning experiences.

93. ED 001 813
An Experimental Pre-School Program for Culturally Deprived Children.
By: Gray, Susan W. & Klause, Rupert A.
Montreal, Canada: American Association for the Advancement of Science, Annual Meeting. Pub Date: Dec 1964
EDRS Price MF-$0.25 HC-$0.60 12P.

Descriptors: Achievement Motivation, Perceptual Development, Language Development, Culturally Deprived, Learning, Summer Schools, Reading, Cognition, Culturally Disadvantaged, Pre-School Programs, Pre-School Education.

The experiments attempted to measure achievement, motivation, delay of gratification, aspects of perception development, cognition, and language of culturally deprived pre-school children. There were four experimental groups: children attending summer school for three years and having contacts with a home visitor in the fall, winter, and spring months; children attending summer school for two years and having similar home visitor contacts; a control group in the same town; and an additional control group in another town. Every group of 22 children had one head teacher plus four small group teachers. Activities used included field trips, counting exercises, language development exercises, and reading to the children. One of the language development exercises used dramatized such simple stories as Little Red Riding Hood and The Little Red Hen. Proper evaluation of the experiment cannot be made until the children have attended school for a number of years. However, on an elaborate battery of pre-school screening tests given to all children entering the first grade in the main city, the experimental children scored higher than the controls and tended to approximate the non-deprived children in the school. They were also superior on reading readiness tests.

94. ED 001 821
Reading Guide.
San Francisco, Calif.: San Francisco Unified School District.
Pub Date: 1964
EDRS Price MF-$0.75 HC-$6.52 151P.

Descriptors: Reading Terms, Social Development, Reading Difficulties, Remedial Reading, Student Needs, Developmental Reading, Recreational Reading, Functional Reading, Reading Materials, Secondary Schools, Reading Processes.

The sequential development of reading abilities is presented with a listing of the specific skills comprising each ability at each grade level from grade 6, or below, through grade 12. The sequential presentation was developed for the secondary teacher, who continues the reading program begun in earlier grades. Reading progress should extend into every study area, with each teacher responsible for the reading program in his particular field. In a balanced program the student does three interrelated types of reading--developmental, functional, and recreational. A glossary of reading terms, designed to provide insight into the reading process, is included.

95. ED 001 873
Reading Unreadiness in the Underpriviledged.
By: Cutts, Warren G.
National Education Association Journal. Pub Date: Apr 1963
EDRS Price MF-$0.25 HC-$0.20 3P.

Descriptors: Reading Readiness, Language Background, Speaking Vocabulary, Culturally Deprived, Language Development, Teacher Attitude, Disadvantaged Children, Oral Skills, Present Attitude, Pre-School Programs.

Culturally deprived children have difficulty mastering basic communication skills. While underpriviledged children can communicate among themselves at a rather high level of fluency, their one-word sentences, strange speaking noises, and irregularities prevent the development of basic reading readiness skills. A fundamental necessity in overcoming the problem of oral language deficiencies in underpriviledged children is a proper teacher attitude. In many cases the children's background in English instruction must be approached as if one were teaching a foreign language. The teacher needs to realize that vocabulary and language concepts develop slowly. He must learn to accept each child as he is and respect him as an individual. Whatever the school's approach, it is also of extreme importance to overcome the handicaps of cultural deprivation, particularly in regard to reading readiness. One suggested innovation concerns programs at the pre-school level, such as day camps and nursery schools, to provide experiences in oral communication during the early formative years. These programs would also provide valuable parent-teacher cooperation. Culturally deprived children have much to contribute to society, but they must understand that, without better language mastery, they cannot bridge the gap between themselves and profitable occupations. School and pre-school programs can never fully compensate for deficiencies in experience. However, such programs can do much in overcoming a poor start and preventing children from falling hopelessly behind in their education.

96. ED 001 875
The Language of Elementary School Children.
By: Loban, Walter D.
Champaign, Ill.: National Council of Teachers of English.
Pub Date: Oct 1963
EDRS Price MF-$0.50 HC-$4.52 92P.

Descriptors: Language Arts, Communication Skills, Communication Units, Phonological Units, Language Mazes, Language Analysis, Language Research, Socioeconomic Relationships, Negro Language, Longitudinal Studies.

This seven-year longitudinal study of the language skills of 338 Oakland, California, school children utilizes a sicentific approach to the study of both the semantic and structural aspects of language. A specific method of language analysis has been shaped. The "segmentation" method of analysis uses several types of sentence segments. A "phonological unit" is judged by the contours of inflection, stress, and pause in the subject's voice. A "communication unit" is identified by the semantic meaning which is being communicated. The "maze" is a tangle of language which does not make semantic sense. A wide range of language phenomena can be silhouetted and measured against this segmentation grid. Communication abilities increase the average number of words in those units. The incidence of mazes and number of words per maze decreases in children who are rated as skillful in language. Vocabulary and proficiency in language are related at the kindergarten level. What is done to achieve flexibility within the language pattern proves to be a better measure of effectiveness and control of language than sentence pattern itself at the early ages. The most proficient children also manifest the highest degree of sensitivity to language conventions, i.e. agreement between subject and verb. Positive correlations were found between general language ability and reading ability, writing ability and socioeconomic position, vocabulary and intelligence (highest), and health and language proficiency. Competence in spoken language is apparently basic for competence in reading and writing.

97. ED 001 900
Index and Short Description of All Tests.
New York, N.Y.: New York Medical College, Flower and Fifth Ave. Hospital, Dept. of Psychiatry. Pub Date: Nov 1960
EDRS Price MF-$0.25 HC-$1.68 37P.

Descriptors: Description of Tests, Verbal Tests, Social Classification, Behavioral Evaluation, Perceptual Tests, Cognitive Tests, Dominance Laterality, Socioeconomic Status, Audio-Visual Tests, Reading Tests, Tests and Measurements, Standardized Tests.

The Institute's test battery is intended to assess the child's achievement in cognitive style, perceptual ability, language development, and reading achievement. The two major phases in the Institute's research program are exploration of early environmental factors and their relation to various cognitive, perceptual, achievement, and motivational factors, and the development of school remedial, reading, and enrichment programs. The index classifies each test, gives stages of development, and a short identifying description. A list of specific standard tests available for use follows. A short description of tests gives the purpose and method for each type. The tests are organized under seven categories; (1) Social Classification and Behavioral Evaluation. This section includes appraisal scales to measure behavior which may affect scores in test and interview measures used to establish socioeconomic level. (2) The verbal tests obtain samples of children's speech, and relate verbal behavior to perceptual, cognitive, and cultural factors. (3) Perceptual tests are used to assess sensori-motor relationships, and to investigate factors potentially underlying success in learning to read. (4) Cognitive tests assess factors which will be related to school achievement, intelligence, and non-verbal intellectual performance. (5) Dominance laterality tests investigate factors implicated in the literature on reading and speech disabilities. (6) Audio-visual tests are concerned with modality preference and modality efficiency, and it is anticipated that they will be related to adequacy of reading, and to the type of enrichment program best for the individual child. (7) Reading, achievement, diagnostic and prognostic tests are designed to show the child's abilities, including his general reading level as well as specific skills important in maintaining that level.

98. ED 001 917
Research Design and the Teaching of English.
By: Russell, David H., et al.
Washington, D.C.: Dept. of Health, Education, and Welfare, Office of Education, Cooperative Research Program. Pub Date: 1964
EDRS Price MF-$0.75 HC-$6.44 151P.

Descriptors: Research Design, English, Language, Literature, Composition, Reading, Language Arts, Teaching Techniques.

Purposes were: to explore ideas for research, in English, that had emerged at previous conferences; to examine methods of research in literacy scholarship and linguistic science; to consult with experts in research design; and to test the hypothesis that experts in literature, language, psychology, and education can work together effectively to improve knowledge about teaching English. Two measures were proposed by the conference planners. The first measure was to invite representatives of related disciplines to prepare papers for presentation at the general sessions. The presentations concerned research methods of literacy scholarship, research methods of the linguist, problems and possibilities of research in teaching composition, and research designs for teaching reading in elementary schools and literature in secondary schools. The second measure was the use of study groups composed of research consultants, teaching specialists, and literature scholars.

99. ED 001 949
The American Negro in Children's Literature.
By: Walton, Jeanne
Eliot-Pearson School News. Medford, Mass.: Eliot-Pearson School, Tufts University. Pub Date: Feb 1964
EDRS Price MF-$0.25 HC-$0.36 4P.

Descriptors: Desegregation, Equal Education, Teacher Attitudes, Revised Textbooks, Prejudiced Textbooks, Student Attitudes.

Literature and attitudes in public schools perpetuate prejudice against Negro children. A racist society exists in the U.S. Only when this fact is recognized can the problem be resolved. Literature dealing with Negroes falls predominantly into three categories: stories about famous Negroes; stories of segregated Negro life--often "quaint" and "humorous;" and stories stressing brotherhood--often avoiding the objective facts of prejudice, discrimination, and segregation. It is recommended that readers and textbooks depicting real interracial situations and fiction depicting actual problems realistically be used. The teacher needs to accept whatever children express, but she cannot be detached or uncommitted. A bibliography dealing with racial awareness, ways of handling prejudice, and responsibilities of teachers and parents is included.

100. ED 002 072
Racial Imbalance in the Rochester Public Schools: Report to the Commissioner of Education.
Rochester, N.Y.: Rochester Public Schools. Pub Date: Sep 1963
EDRS Price MF-$0.50 HC-$2.32 51P.

Descriptors: Racial Imbalance, Experimentation, Teacher Housing, Instructional Materials, School Responsibility, Teacher Responsibility, De Facto Segregation, Educational Quality, Comparative Analyses, School Organization, Reading Skills, Rochester Public Schools, Rochester, New York.

A comparative study of schools with the highest percentage of non-whites was conducted to determine if the quality of education in racially imbalanced schools was equal to the quality of education in other city schools. It was found that the city was making a determined effort to provide a high quality of education to the imbalanced schools by the reduction of class size, appointment of experienced teachers, inservice education, a building program to provide additional facilities in these areas, the use of transportable school units, and allocation of supplies and special services on a mathematical basis. In addition, the city has prepared a major research proposal which seeks to determine the most effective means of educating culturally disadvantaged children to develop new instructional solutions to provide adequately for their education. A program has been devised to weave Negro culture and history into the curriculum. Modified first grades have been initiated for those pupils who might require two years to succeed in the first grade. Special attention has been given to reading. New readers designed for potential dropouts, slow learners, and reluctant and retarded readers have been developed. Techniques under consideration to achieve racial balance are the redrawing of district boundary lines, the use of various open enrollment plans, the consideration of racial balance as a factor in selecting new school sites, and the implementation of a junior high school plan of organization.

101. ED 002 076
Cliffs to Climb.
Rochester, N.Y.: Rochester Public Schools. Pub Date: 1963
EDRS Price MF-$0.25 HC-$0.92 20P.

Descriptors: Community Projects, Teacher Training, Inservice Training, Reading Programs, De Facto Segregation, Interpersonal Relations, Discriminatory Attitudes, Pre-School Programs, Positive Curriculum, Teacher Recruitment, Negro Teachers, Human Relations, City-Wide, Comprehensive Programs, Public Schools.

The survey lists Rochester school and community programs designed to eliminate the problems and causes of de facto segregation. Included are pre-school programs to develop interracial attitudes; Negro teacher recruitment, and the upgrading of housing conditions commensurate with economic, educational, and cultural levels; programs and curriculum developed to build pupil pride in Negro culture and history; summer programs to upgrade children's interest in reading; programs to encourage acceptance of others and good interpersonal relationships (e.g., school-to-school, pupil-to-pupil, and parent-to-pupil experiences); inservice courses for teachers (in dynamics of community change, dealing with the culturally different child, and other related courses); a teacher training plan at Queens College called "Building Resources for Instruction of Disadvantaged Groups in Education;" discussion of two proposed plans for equalizing racial imbalance--the open enrollment and the Princeton Plan; and a treatment of the problems of pupil transportation based on local conditions and past experience in other New York areas. Community attitudes are also discussed.

102. ED 002 080
Books for Friendship.
New York, N.Y.: Anti-Defamation League of B'Nai B'Rith.
Pub Date: 1962
EDRS Price MF-$0.50 HC-$2.56 63P.

Descriptors: Children's Books, Culturally Different, Racially Different, Religiously Different, Folklore Books, International Books, Children's Friendship, Minority Groups, Interpersonal Relations.

A bibliography geared to help children gain insights into the loyalties of children from other cultural, racial, religious, national, and ethnic backgrounds is presented. An effort was made to select books which meet the following standards: rank high in literary quality; appeal to children; stress likenesses between children; present differences; recount the history, folklore, and customs of various cultures; depict accurately and sympathetically people of many different groups; portray the lives of dedicated men and women regardless of race, religion, or nationality; highlight peaceful ways of settling disputes; and incorporate sound ethical values without moralizing. Books listed in the bibliography are grouped under the following headings: neighbors at home; neighbors abroad; brothers all; heroes of peace and service; doorways to the past; folklore, fairy tales, legends, and stories; songs, games, and foods around the world; holidays and holy days; and the world's children at worship. Within the separate groups, books are graded as stories for young children (ages 6-8), middle years (ages 8-11 or 12), and older boys and girls (ages 11 or 12-14 or 15).

103. ED 002 089
Planning for the Language Development of Disadvantaged Children and Youth.
By: Newton, Eunice S.
The Journal of Negro Education, 34, Pub Date: Spring 1965
EDRS Price MF-$0.25 HC-$0.56 10P.

Descriptors: Culturally Disadvantaged, Language Development, Oral Skills, Reading Skills, Teacher Attitudes, Teaching Techniques, Peer Teaching.

The verbal environment of the first years of life is crucial in the language development of the individual. There is a close interrelatedness among language arts. Speaking, writing, listening, and reading perform reciprocal functions in the communicative cycle. Therefore, there is a need to reinforce language arts in all grades and in all subjects. The crux of the disadvantaged youth's problems is his verbal ineptness resulting from little verbal encouragement in the home. Language programs for these children should begin in nursery school and continue systematically throughout the school years. Special emphasis should be placed on reading with experiencing as a basic activity. Many and varied audio-visual materials should be utilized. The teacher should serve as an example and seek to involve the students in the teaching-learning process. Use should be made of programed learning machines and programed materials, textbooks geared to disadvantaged children's experiences, and peer teaching.

104. ED 002 106
Let's Have a Good Nursery-Kindergarten.
By: Spivey, Lenore W.
Largo, Fla.: Community Service Foundation.
EDRS Price MF-$0.75 HC-$4.88 117P.

Descriptors: Pre-School Education, Elementary Education, Discipline, Curriculum, Music Education, Scheduling, Language Arts, School-Community Relations, Physical Education, Nursery School, Kindergarten, Art Education, Science, Health, Safety.

General pointers on a nursery school and kindergarten program for young children are given. Subjects dealt with are: characteristics of two- to five-year-olds; discipline problems; the curriculum and teacher's relationship to it; scheduling; subject areas of art, music, language, dramatic play, nature, and outdoor play; health, sanitation, and safety; routine activities; and home-school relationships. The needs of children at the various age levels are discussed. The teacher can satisfy these needs and develop certain skills and habits through the use of specific teaching techniques and the inclusion of relevant experiences and activities. Specific directions and curricular suggestions are given in each of the subject matter areas. The aim of art education for the pre-schooler is to stimulate creativity. Directions are given on the use of different media and how they can be made inexpensively by the teacher. Recommended books, records, and instruments are suggested for use in musical activities. The activities of talking, listening, looking up information, dramatic play, and reading are discussed; suggested books are listed. Children are exposed to the rudiments of science by taking nature walks, planting things, and caring for animals. Suggestions are given on how to organize nature and science experiences.

105. ED 002 114
Programed Learning: A Back Door to Empiricism in English Studies.
By: Rothwell, Kenneth S.
College English. Pub Date: Jan 1962
EDRS Price MF-$0.25 HC-$0.32 6P.

Descriptors: Teaching Reading, Individual Reading, Group Reading, Reading Interests, School Library, Reading Texts.

Reading is a highly individualized matter, and each child differs from every other in ability to read. The understanding teacher of any group of children recognizes the wide differences in reading ability and works to help each child succeed in terms of his capacity. One of the most widely used methods of teaching reading involves dividing the class into three groups based on ability. This plan, however, often negatively affects the children, especially those in the "poor" group. Some teachers divide their classes into five or more groups. In these situations the groups are organized, not on the basis of ability, but on the basis of a purpose, a problem, or a specific need. Such a method keeps the groups flexible rather than fixed. Teachers interested in an even more personalized method are moving from use of many small groups to an individualized reading program. Children being taught by this method are encouraged to select books from their school or classroom library. They will generally reject books that are too hard, too easy, or lacking in appeal. The program also includes reading quietly as individuals, reading to each other, listening to a story, or reading poetry aloud. The individualized method should not preclude all the shared group and class reading experiences.

106. ED 002 151
The Harlem Action Group Pre-School and Day Care Program.
By: Knight, Robert
New York, N.Y.: Harlem Action Group.
EDRS Price MF-$0.25 HC-$1.56 36P.

Descriptors: Ghetto Education, Pre-School Programs, Day Care Programs, Teacher Effectiveness, Literary Skills, Culturally Disadvantaged, Pre-School Curriculum, Pre-Schoolers, 7 to 9-Year-Olds, Teenagers, Harlem Action Group, New York.

A description is given of a new approach to education in the ghetto, which involves children from the lowest socioeconomic group of society, and which deals with children at their most critical ages.

Carefully selected methods for each group are employed. The program is designed to fit the educational needs of pre-schoolers, children between the ages of seven and nine, and high school adolescents. The goal of the pre-school curriculum is to give children an opportunity to feel themselves successful and learning members of a classroom group. They are taught to participate in a group, to follow instructions, to notice differences and similarities, and to become aware of the world about them. Small classes assure individual attention and instruction for each child. Three major functions are served by the pre-school programs for children between the ages of three and six: the mother is relieved of supervision, enabling her to secure employment or to obtain job or literacy training; the deprived child is introduced to elementary literacy and conceptual skills; and the child experiences positive emotional growth from a secure and receptive environment. The seven to nine age group meets in the afternoon. These children are exposed to specific cultural institutions, their self-confidence is developed, and their skills in literacy and speech are expanded. The teenage group functions in the role of assistant teachers in the pre-school and day care programs, resulting in growth in their own educational interest. Three pre-school case studies are presented. A short sketch of each staff member gives his educational background, previous employment, personality characteristics, and effectiveness in the program.

107. ED 002 188
Language Arts Team A: The Use of Folklore in Developing Phonic Skills and Familiarity with Word Meaning and Contents.
1965 Harvard-Boston Summer Program. Cambridge, Mass.: Harvard University. Pub Date: 1965
EDRS Price MF-$0.25 HC-$0.72 15P.

Descriptors: Phonics, Language Arts, Beginning Reading, Beginning Writing, Learning Activities, Teacher Training, Curriculum Development, Elementary Schools, Story-Telling.

Phonics instruction is a basic subject in the primary school curriculum. The Harvard-Boston summer program begins with a diagnostic test to determine just what skills should be taught. The program is based on the concept that phonics is the spoken word; thus it is suggested that a literary approach be used in which there are a variety of writing and oral activities. The basic common sound for single letters be taught first; then skills should be taught as needed. Consonant letters can be taught for auditory contrast. Vowel sounds can be taught in pairs or groups for contrast. Blends, combinations, prefixes and suffixes, syllabification, and basic spelling rules can be taught as they become evident in folklore tales, and as they are expressed in such activities as recitation, singing, drawing, discussion, and the child's constructive use of basic sound-letter relationships.

108. ED 002 189
Language Arts Teams B and C: Sample Questions for Folktales.
1965 Harvard-Boston Summer Program. Cambridge, Mass.: Harvard University. Pub Date: 1965
EDRS Price MF-$0.25 HC-$0.48 10P.

Descriptors: Language Arts, Elementary Schools, Student Discussions, Story-Telling, Teaching Techniques, Student Motivation.

Sample questions for two folktales, "Molly Whuppie" and "The Fisherman and His Wife," are posed. The questions are deliberately worded to evoke discussion, disagreement, and even argument. The purpose is to foster individual reaction and lively discussion. The questions are divided into categories only for convenience. Each story is considered as to characterization, plot, motivation, moral considerations, theme, setting, personal involvement, analogies, language, diction, style, point of view, and structure.

109. ED 002 226
Children's Literature: A Resource Guide for Enriching the Study of Literature--Grades 4-6.
Pasadena, Calif.: Pasadena Unified School District. Pub Date: 1964
EDRS Price MF-$0.75 HC-$5.04 138P.

Descriptors: Curriculum, Language Arts, Poetry, Biography, Fables, Mythology, Legends, Elementary Education, Literature, Enrichments.

Purposes were to promote enrichment, to develop critical thinking, to help the student explore the potentialities of life, to stimulate imagination, and to increase vocabulary and expression. In each classroom, an environment for literature should be created, as a literary corner with free but guided selection. The child should be taught to read for literary style. Sections on six areas of literature, with sample lessons, are given: myths and legends, using "Jason and the Golden Fleece" and "The Legend of Sleepy Hollow;" fairy tales, fables and folklore, including "Aesop's Fables" and "Rip Van Winkle;" traditional classics, using "A Christmas Carol" and "Tom Sawyer" as sample lessons; contemporary children's literature, including "The Wheel on the School" and "The Island of the Blue Dolphins;" biographic selections, including "The Story of Albert Einstein" and "Great American Heroines;" poetry, including "Silver," "The Runaway," "I Hear America Singing," and "Hiawatha." Each unit is followed by a bibliography and an audio-visual materials list.

110. ED 002 245
Instructional Program Grade Charts to Accompany Course of Study for Elementary Schools--1964 Revision.
Publication #375. Los Angeles, Calif.: Los Angeles City Schools.
Pub Date: 1964
EDRS Price MF-$0.50 HC-$4.32 105P.

Descriptors: Safety, Physical Education, Health, Art, Music, Spanish, Science, Mathematics, Instructional Programs, Elementary Education, Grade Charts, Elementary Schools, Quantitative Relationships, Practical Arts, Handwriting Skills, Oral English, Civic Relationships.

The Instructional Program Grade Charts outline the subject matter of each grade (kindergarten through grade 6) for convenient reference by the teacher. The Grade Charts are not designed as substitutes for the more complete courses of study. However, the statements of underlying philosophy for each subject (social studies, mathematics, science, reading, oral English, written English, spelling, handwriting, Spanish, music, art, practical arts, health, physical education, and safety) and the overview of the content for each grade level help to provide a broad outline of the instructional program in the Los Angeles city elementary schools.

111. ED 002 256
What is Programed Instruction? An Introduction for the Layman.
By: Schramm, Wilbur
Stanford, Calif.: Stanford University, Institute for Communication Research.
Pub Date: 1964
EDRS Price MF-$0.25 HC-$1.12 25P.

Descriptors: Programed Instruction, Program Competence, Demonstration Programs, Foreign Countries, Bibliography, Program Construction, Teaching Machines, Effectiveness, Availability.

Programed instruction, as the modern answer to the old-fashioned tutor, is discussed. A program that is printed, photographed, or fed into a computer can be used to substitute for a tutor. Steps in constructing and testing a program are explained. The programer should know what he wants the student to learn; this necessitates a fresh look at curriculum and course content. The process requires detailed planning and repeated testing on individual students to determine if the program is functioning as a tutor would. The tutor can get immediate feedback on student needs. Subjects most suitable for programing are those in which ambiguity is low and where objectives are specific and behavioral. Programed instruction is effective for teaching the non-reader and for teaching foreign languages, mathematics, and skills. It is a solution to the teacher shortage, particularly in developing countries. A partially annotated bibliography is included.

112. ED 002 363
P.S. 138K--A More Effective School: Reflections and Perspectives a Half Year Afterward.
By: Stein, Rudolph
New York, N.Y.: Teachers College, Columbia University.
Pub Date: Jul 1965
EDRS Price MF-$0.25 HC-$0.28 4P.

Descriptors: Pilot Programs, Team Teaching, Counseling, Class Size, Elementary Education, Pre-School Education, Adjustment, Teachers, Special Education, Audio-Visual Aids, Faculty, Supervision, Compensatory Education, Disadvantaged Youth, Administration.

An explanation of the More Effective Schools Program of 1964-65, the personnel and techniques used, and the problems encountered is presented. The project provides compensatory education for disadvantaged children by offering guidance and psychological services, subject and reading specialists, small classes, early childhood education, cultural experiences, and adequate materials and equipment. Classes are limited to 15 children in nursery and kindergarten groups, and to 22 in higher grades. A team of four teachers is responsible for every three classes. Special teachers of art, science, speech, corrective reading, library, English language arts, music, and audio-visual aids are provided for each school, as well as three guidance counselors, one psychologist, and two social workers. An administrative assistant and assistant principals are assigned to each school. A community relations coordinator and social workers visit homes and work with parents. Efforts are being made to integrate the schools. One problem encountered involves discipline factors inherent in moving groups of children through the halls. A solution is sought by moving the classes in a cluster to reduce hall traffic. Another potential problem stems from the nature of the class changes; teachers are unfamiliar with sharing the responsibility for a child's education.

113. ED 002 383
Section on Oral Communication of the Tentative Instructional Guide for Language Arts, Kindergarten Through Grade Six.
Arlington, Va.: Arlington County Public Schools. Pub Date: 1961
EDRS Price MF-$0.50 HC-$3.16 72P.

Descriptors: Speaking Skills, Listening Skills, Oral Communication, Speech Instruction, Teacher's Guide, Language Arts, Speaking Activities, Discussion Experiences, Voice Instruction, Curriculum Planning, Elementary Education.

Approximately 90 percent of the world's communication is oral. Listening and speaking skills are thus essential for the effectiveness of interchange of ideas. These skills can be taught both overtly and covertly by the teacher who is familiar with them. These skills can often be taught in conjunction with other activities and with such directly related activities as social courtesies, conversation, telephoning, discussions (interviewing, round table, panels, forums, symposia, parliamentary procedures, and debates), talks and reports, storytelling, oral reading, and choral speaking. Also used profitably are such interrelated activities as making use of the tape recorder, or group book reports. Instruction in voice and articulation requires that the teacher be able to perform well the skills which he is endeavoring to impart to his students. Evaluation is the process of analyzing what has been done to determine whether the activities undertaken have accomplished what the students and teacher intended. A categorized bibliography is included.

114. ED 002 389
The Reading Eye and Eye Movement Photography.
Huntington, N.Y.: Educational Developmental Laboratories, Inc.
Pub Date: Dec 1962

EDRS Price MF-$0.25 HC-$0.24 4P.

Descriptors: Eye Movement, Photography, Eye Regressions, Eye Fixations, Re-Reading, Reading Skills, Reading Comprehension, Measurement Aids, Instructional Technology, Reading.

Eye-movement photography provides the teacher of reading, the reading diagnostician, and the vision specialist with an objective and practical means for measuring the way a person has learned to use his eyes in reading with any functional or interpretive difficulties in effect. Eye movements are neither the cause nor the effect of poor reading; however, since they are involuntary in nature, they reveal much valuable information about the overall efficiency and organization of the reader, reflecting the skills, abilities, and habits he has formed over the years. Eye movements are the end products of the reader's functional, perceptual, and organizational development. Information from reading graphs, combined with standardized test scores, provides more complete insight into the reader's development. The teacher of reading uses a reading graph: as a direct measure of the development of such functional skills as coordination, mobility, and directional attack; and as a measure of overall efficiency in reading. The graph also provides a reliable measurement of the improvement and growth in reading as the student improves functionally, acquires more efficient reading attack skills, grows in his ability to pay attention, perceives more accurately, organizes his ideas in a more sequential manner, improves in his vocabulary, and enlarges the fund of information through which he interprets. Graphs are employed to measure: fixations, the number of stops the eye makes in reading a line of print; regressions, any reverse eye movements; spans of recognition, the words or parts of words perceived at each eye stop; re-readings, returning to a previously read sentence, paragraph, or page; durations of fixations, average length of time the reader stops his eyes while perceiving and assimilating the material; and comprehension of what was read.

115. ED 002 395
School and Home Focus on Achievement--A Plan to Raise the Achievement Level of Underachieving Elementary Children.
Flint, Mich.: Flint Public Schools. Pub Date: Apr 1963
EDRS Price MF-$0.25 HC-$0.52 11P.

Descriptors: Parent-Teacher Relations, Elementary Schools, School-Home Relations, Child's Attitudes, Parent's Role, Teacher's Role, Home Study, Reading Programs, Unachievement, Achievement, Materials, Dictionaries.

The purpose was to raise the achievement level of underachieving students. Parents and teachers worked together to improve children's attitudes towards school. Objectives were to awaken interest in parents, help teachers discover underlying causes of underachievement and update materials. A description included teachers' and parents' developing plans, home study assignments, a reading incentives program, dictionaries for home study, a read-aloud program, new materials for teachers and pupils, and provision of clerical help for teachers. Results showed increased interest of teachers and parents, and higher achievement of pupils.

116. ED 002 398
An Administrative and Instructional Reading Guide for the Primary Cycle: The Ungraded Primary Plan.
Flint, Mich.: Flint Public Schools, Division of Instructional Services. Pub Date: Sep 1961
EDRS Price MF-$0.25 HC-$2.16 51P.

Descriptors: Parent-Teacher Conferences, Ungraded Primary Grades, Achievement Levels, Reading Programs, Reading Readiness, Individual Differences, Parent Cooperation, Child Development, Pupil Placement, Report Cards, Reading Levels.

An ungraded three- or four-year reading program incorporates the philosophy that continuous progress and growth should receive major emphasis. Pupils are placed in achievement groups based on readiness for and growth in reading rather than on I.Q. performance. Each child progresses continuously through 10 reading levels according to his individual growth. The program can be extended over a longer period of time for the slow learner, or it can provide greater challenge for the superior reader. An individual record is kept for each child showing the books he has successfully completed and the date of completion. Progress reports are sent to parents at the end of the 12th, 24th, and 36th weeks of the school year, to keep the parents informed of the level at which the child is working. At least two parent-teacher conferences are held each year to supplement the written report and to provide a closer working relationship between teacher and parent. A chart shows the significant growth characteristics which affect the selection of content materials. Research offers convincing evidence that variations in mental, physical, and emotional development of children correlate closely with variations in reading progress. Each reading level is outlined in terms of aims, books and materials, requirements for moving to the next level, and ways in which the parent can help contribute to the child's growth.

117. ED 002 399
Programs for Individual Differences in the Flint Community Schools.
Flint, Mich.: Flint Public Schools.
EDRS Price MF-$0.25 HC-$1.00 22P.

Descriptors: Advanced Placement Programs, Upgraded Elementary Programs, Work Experience Programs, Mentally Handicapped, Physically Handicapped, Low Achiever Programs, Home Management, Reading Achievement, Individual Differences, Occupational Training, Guidance Services, Drama Workshops, Gifted Children, Reading Clinics, Art Programs, Music Programs.

A comprehensive approach to the education of all youngsters according to their needs is a unique feature of the Flint Community Schools' instructional program. Four different plans comprise a special organizational structure for all grade levels. The first three grades are involved in the Primary Cycle which replaces the traditional first, second, and third grades with groups, arranged by reading ability, which proceed through 10 levels of reading at their own speed. Grades four, five, and six are affected by the Intermediate Cycle in which children are grouped for both reading and arithmetic. Arithmetic is taught as a special subject and all language arts are treated as homeroom subjects. The third plan is the Common Learnings program at the junior high school level, involving block learning where two or more subjects are taught during the same class period. Finally, the House Plan is an administrative program in which junior and senior high school students are grouped into "houses," each with its own staff of teachers. Within the organizational plans are special instructional programs. Programs for the talented child are offered at all levels with science and mathematics classes for elementary pupils and special humanities and science intensive courses on the secondary level. Talented art, music, and drama students may participate in special workshops and classes. The low achiever is also offered special programs and a reading clinic is available for remedial instruction. Other special programs include a work-experience program, cooperative occupational training, mentally and physically handicapped classes, and management training for girls.

118. ED 002 443
Educating the Disadvantaged: Trends and Prospects.
By: Brazziel, William F.
Norfolk, Va.: Virginia State College. Pub Date: Feb 1965
EDRS Price MF-$0.25 HC-$0.56 12P.

Descriptors: Special Education, Elementary Education, Financial Aid, Compensatory Education, Secondary Education, Extension Education, Ungraded Programs, Disadvantaged Youth, Higher Education, Remedial Programs, Reading, Pre-School Education, Adult Education, Vocational Education.

Compensatory and developmental education is emphasized as the major moving force in the development of the disadvantaged. The development of disadvantaged people is necessary for the continued growth of their communities; programs should be developed which involve disadvantaged children at every stage of their growth and development. To that end, adult education programs to promote family planning, prenatal and post-natal care, and the provision of a better home environment are being adjusted to meet compensatory education needs. Gaps between parental desires and abilities to provide developmental experiences in the early years are being filled with new programs in early childhood education. In elementary schools, age-grade decrements in school achievements which discourage disadvantaged children are being replaced with ungraded schools, junior primaries, fluid grouping, and strong reading readiness programs. After school hours, many schools are being kept open for tutoring, enrichment, and parent discussions. There is a heavy emphasis on field trips, lowered class enrollment, the utilization of Peace Corps returnees and Peace Corps type volunteers, the utilization of new materials on intergroup education, and concentrated reading instruction. In high schools, education for the vocationally oriented is being tied more closely to preparation for employment; colleges are informing impoverished but academically able youngsters about the increasing sources of support for college attendance and are working with them to develop their competencies for higher learning. In young adult and adult education, the emphasis is on remedying past deprivations.

119. ED 002 461
Methods and Materials for Educationally Disadvantaged Youth.
By: Goldberg, Miriam L.
New York, N.Y.: Teachers College, Columbia University, Urban Education
Project in the Horace Mann-Lincoln Inst. Pub Date: Oct 1964
EDRS Price MF-$0.25 HC-$1.76 43P.

Descriptors: Disadvantaged Youth, Cultural Factors, Teaching Methods, Reading, Special Education, Programed Learning, Field Trips, Individual Instruction, Compensatory Education, Teaching Aids, Family, Environment, Audio-Visual Aids, Curriculum.

Procedures to help the teacher of disadvantaged children reconstitute the models of learners and classrooms to which she is accustomed are presented. These procedures also help to eliminate the educational retardation of disadvantaged children. Seven procedures were discussed. "Contact with the cultural mainstream." On the assumption that school experiences would lack meaning if not tied in with the cultural mainstream, schools focused on compensatory cultural experiences through visits and field trips. The evidence does not support carry-over from cultural exposure to improved academic achievement. "Motivational approaches." Examples are given of massive community action, attempts to reach students through their existing strengths rather than emphasizing a single right answer, and the use of materials which derive from and deal with the real life of the learners. "Compensating for cognitive deficiencies." Learning environments are created that compensate for the child's restricted environment. "Language development." "Enhancing the self-concept." Schools should explore channels through which disadvantaged children can learn to appreciate themselves. "Reading." Several new approaches described are the Frostig Program, the Accelerated Progressive Choice Reading Method, the Structural Reading Series, and the Initial Teaching Alphabet. "Individual instruction that will accommodate many ability levels in one classroom." A prepared environment would be created for each grade level and for each subject area. Pupils could use their own pace-graded, self-teaching materials that cover a wide range in both skill and content levels.

120. ED 002 462
Reading Improvement in the Detroit Great Cities Project Schools.
By: Rasschaert, William M. & McNeil, Shirley A.
Detroit, Mich.: Detroit Public Schools, Great Cities School
Improvement Program. Pub Date: Apr 1963
EDRS Price MF-$0.25 HC-$0.92 21P.

Descriptors: Inservice Training, Special Materials, Developmental Reading Classes, Reading Enjoyment, Summer Schools, Library Services, Reading Consultants, Reading Improvement, After-School Activities.

School activities which describe specific steps and procedures aimed at improving reading achievement of pupils in the seven Detroit Great Cities Project experimental schools are presented. Each pupil should be helped to form a better self-image so that his motivation and self-direction can be improved. Also, the child should be encouraged to read for pleasure. The approach of bibliotherapy can be used, in which the message of the materials reinforces positive attitudes toward reading and self. At one junior high school the coaching teacher conducts developmental reading classes in all seventh grade homerooms. Regular teachers are present to learn the techniques. More inservice training should be conducted since few junior high school teachers have had reading courses. In the other junior high school the assistance of the reading consultant has been sought, and all materials are being evaluated for their use in developing reading. A reading club has been organized, classroom libraries are being enlarged and pocket books will be sold. Programs in the four elementary schools include a phonics survey to discover specific weaknesses in reading skills, after school and summer activities, inservice training and workshops with the assistance of the reading consultant, development and use of new materials, enrichment experiences, and improved library activities. The high school has developed an experimental program for college preparatory sophomores, and a communication skills course for general curriculum students. Tests will be administered to determine reading level, on the basis of which students will be assigned to special classes. Paperback classroom libraries have stimulated interest in reading.

121. ED 002 469
What Makes Things Go?
Teacher's Guide.
New York, N.Y.: Mobilization for Youth, Inc. Pub Date: 1964
EDRS Price MF-$0.25 HC-$2.12 47P.

Descriptors: Elementary Education, Student Motivation, Reading Ability, Vocabulary, Language Arts, Curriculum Adaptation.

Six fifth grade science units are presented: sound and light in communication; living things; weather; earth and its resources; motion and foreign transportation; and electromagnets. The interest level is appropriate for fifth graders, but three reading ability levels, grades one, three, and five are provided. The teacher is thus enabled to motivate children through interest-arousing field trips, science experiments, or demonstrations, and then to provide them with reading material designed to fit both interest and ability. The manual is an exploratory effort, designed both to improve learning of fifth-grade pupils in the curricular areas of science and reading, and to illustrate to teachers how they may construct and adapt materials to meet the emerging needs of disadvantaged children. A list of words deriving from science content and supplementary needs is provided for purposes of pre-teaching. Such vocabulary should be taught concretely, using science experiment material. Drill sheets in language arts and reading skills are to be used after pupils have read appropriate selections and seek to evaluate the extent to which essential reading skills have been mastered. Science drill sheets test learning of content. A bibliography and a list of useful audio-visual materials are appended.

122. ED 002 477
A Psychology of Teaching Reading to Individuals.
By: Cohen, S. Alan
Reading in the Elementary Schools, M.J. Weiss, ed. New York, N.Y.: Odyssey Press.
EDRS Price MF-$0.25 HC-$0.72 16P.

Descriptors: Individual Study, Learning, Measurement, Teaching Methods, Curriculum, Evaluation, Elementary Education, Disadvantaged Youth, Personality, Individualized Instruction, Self-Directed Classroom, Reading.

Included are case descriptions of two retarded readers whose *oral reading scores were two grade levels above placement, a description* of a classroom technique that teaches with a 25 to 1 pupil-teacher ratio, and a discussion of the psychosocial implications of differentiating instruction to meet individual needs. Classroom activities should be adjusted to meet individual needs so that the content of learning is tailored to individual needs; the level of content is adjusted to individual needs; learning speed differs from person to person; and the frequency of response is maximized for each individual so that maximum learning can be expected and children can continuously respond to teaching stimuli. The self-directed classroom is considered the way to meet individual needs in a large classroom. Individualized instruction involves five major efforts by the teacher: she should operate as a learning specialist by isolating specific operations to be taught; she should develop a core reading program for all pupils in which each can move at his own pace; she should develop self-teaching, self-correcting learning segments, and team learning techniques that increase the learner's role, increase frequency of response, and decrease direct teacher intervention; she should be trained in diagnosis and treatment of learning needs; and she should know the materials available in reading, language arts, mathematics, and science, and should be able to develop new materials to solve new problems. When individual self-instruction or small team learning is parcticed, certain desirable psychosocial benefits are obtained in addition to the educational ones: social responsibility, personal responsibility, social-personal development, intrinsic rather than extrinsic rewards and satisfactions, positive reinforcements, frustration tolerance, and control of destiny.

123. ED 002 478
Stability of Academic Aptitude and Reading Test Scores of Mobile and Non-Mobile Disadvantaged Children.
By: Justman, Joseph
New York, N.Y.: New York City Public Schools. Pub Date: Jul 1965
EDRS Price MF-$0.25 HC-$0.56 12P.

Descriptors: Elementary Education, Achievement, Transportation, Disadvantaged Youth, Reading Test Scores, Non-Mobility, Mobility, Reading, Depressed Areas, Aptitude, Integration.

Changes in academic aptitude and achievement test scores of pupils attending public schools in disadvantaged areas in New York City were investigated. An attempt was made to determine whether varying degrees of mobility were associated with variation of changes in test scores. The cumulative record cards of sixth-grade pupils were examined to identify pupils who met such criteria as having entered the New York City schools for the first time in either kindergarten or first grade and having uninterrupted attendance in the regular grades of the schools. Data collected concerning the number of times each pupil had been admitted to a different school in the city made it possible to recognize mobile pupils. Pupils living in disadvantaged areas did not show a decline in academic aptitude or reading test scores from the third to the sixth grade. Disadvantaged children who had attended a single school during the six elementary school grades showed improvement from the third to the sixth grades. Disadvantaged children who attended more than one school during the six elementary school grades, however, showed a lack of improvement. Attendance in four or more schools during the elementary grades markedly affected performance. In many cases pupils should not have been transferred to provide better ethnic balance in a school. It would have been educationally sounder to have provided funds for the transportation of mobile pupils so they could have remained in the school which they originally entered and received an uninterrupted educational experience rather than to have increased the degree of mobility to foster other educational and social values.

124. ED 002 479
Diagnosis and Treatment of Reading Difficulties in Puerto Rican and Negro Communities.
By: Cohen, S. Alan
New York, N.Y.: Mobilization for Youth, Inc. Pub Date: Dec 1964
EDRS Price MF-$0.25 HC-$0.36 7P.

Descriptors: Disadvantaged Youth, Reading Difficulties, Puerto Ricans, Environment, Negroes, Remedial Programs, Measurement, Reading, Socially Disadvantaged, Elementary Education, Special Education, Compensatory Education.

Reading disabilities are divided into three categories: those caused by perceptual factors, those caused by psychosocial factors, and those caused by psychoeducational factors. Poor development of visual perception constitutes a disproportionate percentage of learning disability among Negroes and Puerto Ricans in central cities. Early childhood programs in visual perception development should be developed. The psychosocial environment of disadvantaged youngsters breeds lethargy and aggression. Such students lack the training that makes a middle-class child enjoy finishing a project and that builds up frustration tolerance. They are easily defeated and, without middle-class models to emulate, their aspirations are low. School represents to them a value system that threatens them, or that bores them with its detachment from their reality. Psychoeducational factors have become apparent through experimental testing of disadvantaged children. The reliability of standardized tests is low, but school reading ability can be measured with tests designed specifically for the disadvantaged population. Disadvantaged Negro and Puerto Rican children have trouble moving from the printed word to the heard or spoken word to the experience. They lack training in recognizing similarities and differences, structure and no structure, organization and disorganization. They lack concepts of time or chronology. They lack concepts for words, and when they are familiar with a concept, they lack words that symbolize it. These children need to be taught what they have not learned to do; they need to be taught the alphabet, to hear sounds in words, and to associate sounds with phonograms. Teachers should present, sequentially and thoroughly, every fine, specific behavior necessary for children to be able to read.

125. ED 002 482
Preliminary Report Conference on School Programs for Juvenile Delinquency Prevention and Control.
Juvenile Delinquency Unit. Washington, D.C.: U.S. Dept. of Health, Education, and Welfare, Office of Education. Pub Date: Oct 1963
EDRS Price MF-$0.25 HC-$1.24 31P.

Descriptors: Juvenile Delinquency, Prevention, School Programs, Work-Education Programs, School-Community Relations, Cultural Enrichment, Inservice Education Programs, Remedial Education Programs, Pre-School, Disadvantaged Youth, Curricular Modifications.

After preliminary comments by the Secretary of Health, Education, and Welfare and the Commissioner of Education, the first working session focused on two types of school improvement programs. Prevention was emphasized in all Detroit projects, such as pre-school, school-home involvement, reading instruction, curricular modification, cultural enrichment, and remedial programs, to correct environmental deficiencies of disadvantaged youth. The Higher Horizons program in New York placed special emphasis on raising the self-image of the pupil. The second working session focused on progress and the prospect of meeting problems of juvenile delinquency through remedial education programs, inservice teacher education, cultural enrichment programs, school-community relations, work-education programs. In the fourth session, educational innovations and pilot action programs were presented including demonstration projects from New York's Mobilization for Youth, Cleveland's Community Action for Youth, and New Haven's Community Progress, Inc. The fifth session had as its subject "Delinquency Project Education Action Programs" and "Tentative Education Action Plans." Programs in Charleston, Chicago, Los Angeles, and Minneapolis were considered. Suggestions and recommendations were included.

126. ED 002 497
Which is it? New World of Teaching Machines or Brave New Teaching Machines?
By: Morello, Ted
Unesco Courier. Pub Date: Mar 1965
EDRS Price MF-$0.25 HC-$0.28 7P.

Descriptors: Instructional Technology, Teaching Machines, First Grade, Reading.

A program consists of instructional material designed to lead a pupil almost unaided and without error to a preselected level of learning by what amounts to a Pavlovian stimulus-response-reward pattern. Behind any program lies the theory that the material must start with something familiar to the student and progress with increasing difficulty through steps so small that the student can move forward alone with reasonable assurance of responding correctly. A teaching machine may range from a device little more sophisticated than the traditional student work book to a complex mechanical and/or electronic tutor that presents written and audio-visual material. Programed teaching is effective. Programed teaching must also be efficient; material should be prepared that will guide a pupil in the desired direction without meaningless departure. A sound program is one that has been prepared meticulously and tested regularly. Programing falls into two broad categories: linear in which the student is guided step by step toward a correct response and is even prompted with thinly veiled hints; and branching in which the student who responds with the right answer moves along the trunk route to the next question; if he is wrong he is detoured over remedial material. Programs are valuable because they can liberate teachers from the drudgery of purely mechanical instruction.

127. ED 002 521
Research Studies on Kindergarten Education.
Albany, N.Y.: University of the State of New York, State Education Department. Pub Date: 1964
EDRS Price MF-$0.25 HC-$1.36 32P.

Descriptors: Bibliographies, Kindergarten, Measurement, Research, Adjustment, Achievement, Class Size, Background, Intelligence, Reading, Language Arts, Age Levels, Elementary Education.

A bibliography of research studies on kindergarten education reported between 1923 and 1964 is divided into four annotated sections. The first listing deals with values in kindergarten education: as a factor in adjustment, achievement, and progress in elementary school; as a factor in reading achievement and in prediction of reading success. Considered in the second group are entrance age and class size as factors in kindergarten education. Research on beginning reading with implication for kindergarten education is reviewed next and is subdivided into the age of beginning reading, reading activities, and such reading factors as experience and informational background, mental age, readiness, and visual development. The final section contains relevant recent research on intellectual development and learning. The material is reported in professional journals or in government publications and is annotated.

128. ED 002 527
Nat the Rat.
Miami Linguistic Reader. Boston, Mass.: D. C. Heath and Company. Pub Date: 1965
EDRS Price MF-$0.25 HC-$1.72 49P.

Descriptors: Elementary Education, Language Arts, Teaching Methods, Special Education, Writing, Non-English Speaking Youth, Disadvantaged Youth, Workbooks.

The booklet provides writing activities to reinforce oral expression and reading, which are emphasized in a language arts course for non-English-speaking and culturally disadvantaged first grade pupils. The booklet is used in conjunction with the teachers' manual which tells how the various exercises are to be done. Exercises use the vocabulary in the "Nat the Rat" booklet, which tells the story of a rat and his friends in language which reflects the natural forms of children's speech. Each exercise gives drill and practice in a certain letter, sound, word, or group of words. The object of the exercise is repeated over and over again. Amusing and helpful pictures accompany the text and give the child further help with the words in question. Help with penmanship is provided by ruled lines with incompleted sentences written in large print so that the child can copy the models when he fills in the blanks. The teachers' manual for "Nat the Rat" provides help in understanding more fully the objectives and methods of the course and of a series of similar courses for different grade levels.

129. ED 002 528
Nat the Rat -- Level Two.
Teachers' Manual, Miami Linguistic Reader. Boston, Mass.: D.C. Heath and Company. Pub Date: Jun 1965
EDRS Price MF-$0.50 HC-$3.08 75P.

Descriptors: Manuals, Reading, Speech, Elementary Education, Writing, Teaching Methods, Language Arts, Textbooks, Disadvantaged Youth, Non-English-Speaking Youth, Special Education.

The manual deals with language, reading, and writing activities for non-English-speaking and culturally disadvantaged first grade pupils. Objectives are to provide practice on a sequence of basic features of the English language which the child must master if he is to learn to understand, speak, read, and write standard English, and to do this in a way that meets the special needs of the group for which it is designed. The course has no specific units as such, but is based on a booklet entitled "Nat the Rat," a story designed to teach reading and to develop a love of books. The teachers' manual describes activities for language, reading, and writing practice. Pupils are supposed to practice listening to and speaking the content to be read before they read it. The oral and reading practice is later reinforced by writing. Language practice techniques are described. First a sentence is modeled by the teacher, then it is repeated first by the whole group, then by a small group, and finally by an individual. In the next step, the teacher signals, and first the whole group, then a small group, and finally an individual pronounces the sentence without a model. The last stage occurs when the teacher guides individual pupils in responding to communication situations. Reading and writing techniques are dealt with in individual sections. Resource materials are: pupils' books, which correspond to the pre-primers, primers, and readers of other developmental reading series; "big books," which provide charts for inducing language practice and for focusing on reading problems needing special attention; seatwork booklets, which provide writing activities to reinforce oral expression and reading; and the teachers' manuals.

130. ED 002 530
The Role of Teachers and Community Workers in Depressed Areas.
By: Marburger, Carl L.
Detroit, Mich.: Detroit Public Schools. Pub Date: Oct 1964
EDRS Price MF-$0.25 HC-$0.68 15P.

Descriptors: Disadvantaged Youth, Compensatory Education, Special Education, Remedial Education, Teacher Qualifications, Inservice Programs, School-Community Relations, Social Services, Finances, Teacher Recruitment, Depressed Areas, Community Workers, Teacher Education.

The need for compensatory education in and the necessity of providing outstanding teachers and community workers for depressed areas are discussed. Disadvantaged youth are characterized by their non-purposeful activity, indifference to responsibility, poor health habits, poor communication skills and reading habits, limited experiences and contacts in the areas upon which school programs are built, and a failure syndrome resulting from the apathy engendered by their environment. Such traits lead to low achievement rates, behavior difficulties, poor attendance, and high dropout rates. Compensatory education is a major way in which schools can help deprived youth. Compensatory programs are costly; in many cities financial aid has been given to schools with high numbers of disadvantaged children. A program is dependent for success on teachers, volunteer workers, and community workers, who commit their time, energy, expertise, and special skills; who understand the needs and problems of disadvantaged youth; and who accept these people. Schools should improve their selection procedures to weed out the hostile or the incompetent teacher. The broadening of pre-service and inservice training programs would provide a better intellectual and experiential base for the teachers of the disadvantaged and would bridge the gap between the theory of the university and the reality of the slum classroom. Teaching in the inner city should be rewarding enough to attract the best teachers. The five year teacher training curriculum is essential. In addition to excellent teachers and to school-based and agency-based community workers who provide liaison between the school and the parents and community, schools with disadvantaged youth need psychologists, speech and hearing technicians, attendance officers, nurses and doctors, and visiting teachers or school social workers.

131. ED 002 533
The First Grade Clinic: A Medium for Early Identification of Physical, Social, Emotional, and Mental Development Factors That May Tend to Block or Impede School Progress.
By: McGahan, F.E., Hargis, Frances & Wyche, Virginia
Galena Park, Ill.: Galena Park Public Schools. Pub Date: Apr 1959
EDRS Price MF-$0.25 HC-$0.64 13P.

Descriptors: Student Services, Primary Education, Counseling, Evaluation, Health Services, Personality Factors, Intelligence, Measurement, Physical Development, Social Development, Emotional Development, School Progress, First Grade.

During a five-year period, a first grade clinic identified, at the start of each school year, children with deviations in behavior, social and emotional adjustment, and mental maturation that might block or retard success in school. These children were referred for further diagnostic evaluations. The program was first tried in one classroom. A three-year study of the group showed that much correction resulted from early identification of progress blocks. The plan was next tried in 30 sections of first graders in a large school system. In six and one-half days 839 children were seen. In the earlier clinics, physical and emotional factors were the main concern; as the techniques and procedures became more familiar, intellectual assessments were instituted. Personnel involved in the clinic included the nurse, a visiting teacher, a speech correctionist, the school psychologist, a parent, the local school administration, and the classroom teacher. Clinic operation was divided into two phases; first, the planning and preliminary activities conducted by the nurse, who made arrangements for facilities and personnel, and by the psychologist, who prepared the children psychologically for the experience; and second, the conducting of the main clinic, which included health, dental, speech, personality, and mental maturation checks. Intellectual evaluations were checked against the results of a reading readiness test and against teacher evaluations at the end of the first grade. Clinic ratings tended to be more conservative than the other ratings. Reasons were that the readiness test measured the intellectual component whereas the clinic screened for all types of blocks to school success, and that the teacher evaluations were made after physical and psychological difficulties had already been identified and treated.

132. ED 002 545
The New Look in San Francisco.
By: Pivnick, Isadore
CTS Bulletin. Pub Date: Feb 1962
EDRS Price MF-$0.25 HC-$0.16 2P.

Descriptors: Motivational Techniques, Culturally Deprived, Audio-Visual Material, Job Placement, Study Centers, Community Counselor, Reading Classes, Language Skills, Reading Skills, Junior High School, Elementary School, High School, College Placement.

The strengthening of reading and language skills, the promoting of closer relations with neighborhood and parents, and the helping of youths in getting jobs and college placement are the goals of a pilot project in a culturally deprived area. Involved in the project are two elementary schools, one junior high school, and three high schools. Teachers assigned to the project assist by teaching small groups, by demonstrating good teaching techniques, by preparing materials for teachers, and by seeking new methods and materials for use by children who are educationally retarded. Teachers at the elementary grades are encouraged to make home visits. A corps of teachers at the junior high school level work with a select group of youngsters who are of average intelligence, but retarded at least two years in various subject skills. Teachers discuss the children with whom they work and prepare materials together to attack certain weaknesses. In addition, two counselors make home visits and work with the teachers. This close communication has resulted in an upgraded program. High school students are taking reading classes in addition to the regular English courses. Teachers of subjects other than English are invited to teach reading. Inservice at-the-site is conducted for teachers who volunteer to work in the program. Controlled readers, tachistoscopes, reading accelerators, listening centers, and individual previewers are some of the motivational devices used to encourage children to read better and faster. Vocational counselors prepare materials on getting a job and fulfilling the requirements necessary for securing a job. Other motivational techniques include field trips, visits to the community, and exposure to such cultural enrichment as the opera.

133. ED 002 548
School Experiences and Delinquency.
By: Erickson, Maynard L.
Curriculum Materials. Provo, Utah: Provo Experiment in Delinquency Rehabilitation. Pub Date: 1964
EDRS Price MF-$0.50 HC-$2.84 68P.

Descriptors: Delinquency, School Experiences, Ethnic Status, Dropouts, Curriculum Materials, Socioeconomic Status, School Truancy, Achievement Factors, Socially Deviant Behavior, Peer Group, Intelligence Factors.

An instructor's guide of questions and discussions based on taped excerpts is outlined. The objective is to provide insight and understanding of the delinquent's perceptions of schools, school teachers, and school associates. Materials are presented to expose trainees to an orientation toward the delinquent and his behavior in the school setting. These materials include a review of literature which can be used to provide information for trainees prior to the beginning of training sessions, a tape of excerpts taken from group discussions by delinquents, and some introductory material and transcripts of the actual excerpts themselves. The review of literature investigates the possible relationship between school experience and delinquency. The evidence suggests that the school problems of both delinquents and school dropouts are the same. They are both academic or scholastic misfits, because of intellectual deficiency, or because of the failure of the environment to offer adequate, satisfying situations. Often, a teacher uses an I.Q. score as an index of what to expect from a pupil; this contributes to the labeling of the child as dumb and incorrectly explains his poor reading, writing, spelling, or mathematical ability as being caused by low I.Q. Possible reactions to unsatisfying school experiences, behavioral reactions to the lack of skills and opportunities to make school satisfying, the implication of socioeconomic and ethnic status to the problem, and the implications of peer groups on the problem are reviewed. Conclusions are that the child's basic attitudes and beliefs should be considered, the reward system of the school should be considered, and the importance of peer influence in curriculum modifications and school policy should be considered. A general introduction to taped excerpt material along with six taped excerpts and related questions are presented.

134. ED 002 552
Identification of School Dropouts.
Carbondale, Ill.: Southern Illinois University, Curriculum Demonstration Program.
EDRS Price MF-$0.25 HC-$0.20 3P.

Descriptors: Intelligence Test Scores, Curriculum Development, Socioeconomic Status, Academic Achievement, Dropout Identifiers, Reading Achievement, School Adjustment, Social Adjustment, Achievement, Identification, Dropouts.

Factors used to identify potential dropouts among incoming seventh graders are presented. These include socioeconomic status determined from the occupation of the father and the area of residence, intelligence test scores obtained from cumulative records, school achievement averaged from fifth and sixth grade marks, reading achievement based on sixth grade reading placement, and school and social adjustment determined from scores on a rating sheet grading aggressive and withdrawal tendencies. Results from the above factors are tallied on a roster worksheet and totals of factor scores are made. In each of these factors, the "1" score is desirable and the "5" score is critical. A distribution of these scores is made with consideration given to missing scores. Cutoff points are established for first, second, and third priority dropout-prone students. Cases of retardation and over-age are given consideration in the placement of a student in either first of second priority dropout-prone categories. Such subjective information as teacher comments on confidential information blanks is also considered in cases where the point score is on the borderline. The percentages of seventh grade students identified in each category are listed.

135. ED 002 576
North Carolina Comprehensive School Improvement Project.
Raleigh, N.C.: State Dept. of Public Instruction. Pub Date: Jun 1964
EDRS Price MF-$0.25 HC-$1.00 22P.

Descriptors: Curriculum Development, Culturally Disadvantaged, Ungraded Classes, Pre-School Education, Inservice Education, Audio-Visual Aids, Summer Schools, Team Teaching, Television, Elementary Schools, Teaching Techniques.

The statewide project is directed toward improving the teaching and learning of reading, writing, and arithmetic in the primary grades. Involved will be better teacher orientation, reorganization of the school day, redeployment of staff members, redesign of the curriculum, use of television, and evaluative research. A summer readiness program for pre-school culturally disadvantaged children attempts to prepare them to make better academic and cultural adjustment to school. The regular school program will be organized in groups of 90 children to be taught and supervised by three teachers, a teacher aide or aides, and in some cases a teacher intern. The classes will be conducted in graded, nongraded, and ungraded structures. The staff working with the consultants will seek to develop new curricula and teaching methodology. Inservice education will be provided for unit teams. Seminars, use of television, and teacher exchanges between schools will aid in the development of teacher education. Local school superintendents and boards of education will apply to the State Superintendent of Public Instruction for program funding. Some criteria for selection are: units located in communities having public affairs grants from the North Carolina Fund, units having consistent records of student retardation and dropout but reflecting potential for improvement, and proposals which are distinctive with respect to methods, media, and experimental value. The policies and procedures for project administration and supervision, and application form samples are included.

136. ED 002 582
Report of the First Workshop on Team Teaching for the Comprehensive First-Year Program.
Raleigh, N.C.: Department of Public Instruction, Comprehensive School Improvement Project. Pub Date: Sep 1964
EDRS Price MF-$0.25 HC-$0.52 11P.

Descriptors: Environmental Factors, Teacher's Role, Nongraded Approach, Individual Progress, Primary Grades, Grouping, Arithmetic, Reading, Writing, Learning Experiences, Team Teaching.

Improvement of the teaching of reading, writing, and arithmetic in the primary grades was sought. Goals included creating warm, inviting and enjoyable experiences, developing desirable habits, skills and attitudes, and providing the environment and learning experiences that will meet the individual needs of children from varied backgrounds. Also important were helping the child develop a sense of independence and self-reliance, and having the teachers recognize and use more effectively the traditional and newer teaching methods, materials, equipment, and community resources. The possibilities that team teaching and the nongraded approach offered included the use of both heterogeneous and homogeneous groupings, daily instruction in reading and arithmetic, teacher teams, and the use of large and small groups. The goals of the nongraded primary program were to provide a program for grouping young children which was flexible enough to allow each child to proceed in his learning at a rate equal to his physical, mental, and emotional maturity, to challenge the able or gifted learners, to eliminate the fear of failure in young children, and to limit the range of levels of work which individual teachers had to cope with in a class of approximately thirty children.

137. ED 002 586
Freeport Public Schools Experiment on Early Reading Using the Edison Responsive Environment Instrument.
By: Martin, John H.
New York, N.Y.: Responsive Environments Corp.
EDRS Price MF-$0.25 HC-$0.40 8P.

Descriptors: Elementary Education, Mental Retardation, Audio-Visual Aids, Kindergarten, Language Arts, Teaching Methods, Reading, Teaching Aids, Intelligence Factors, Racial Factors, Sex Factors.

Objectives were to determine whether a technological device could teach five-year-olds to read, over what intelligence ranges the instrument would be effective, whether Negro children from a recently closed segregated school would respond, and whether the device could teach mentally retarded children. Subjects were 22 kindergarten pupils from one school and a control group of 22 pupils matched according to age, sex, race, intelligence, left and right-handedness, hearing, vision, language maturity, and socioeconomic status. The device used was the Edison Responsive Environment Instrument, a computerized typewriter that reproduces several human sensory responses. The instruments were housed in booths which provided isolation from distraction and were monitored by trained personnel. Subjects came voluntarily for 30 minute sessions over a five month period, the actual time at the E.R.E. ranging from 22 to 36 hours. Evidence indicated that twenty kindergarten and mentally retarded children (two subjects dropped out) learned to read significantly better through use of the E.R.E. than twenty children matched in numerous ways who were taught by enriched conventional reading methods. Scores of slower children were as significantly superior as those of more intelligent children. There were no observed sex or racial differences. It was felt that if the experiment had continued, the difference between the experimental and control groups would have been greater. Implications for further research included the suggestion for exploitation of the E.R.E. as a multi-sensory method of teaching, for using the machine with very young children, and for using the device to teach reading quickly and early on the assumption that learning to read well results from early success followed by extensive reading.

138. ED 002 587
An Interest Approach to Reading.
Oriskany, N.Y.: Oriskany Elementary School.
EDRS Price MF-$0.25 HC-$0.56 12P.

Descriptors: Elementary Education, Experimental Studies, Audio-Visual Aids, Language Arts, Teaching Methods, Assignments, Reading, Textbooks, Achievement, Interests.

An experimental first grade reading program emphasizing uninterrupted story reading was reported. Subjects consisted of one of three unselected first grades in an elementary school. Instead of using workbooks and having such formal tests as vocabulary lists and end-of-book tests, pupils read a new story every morning, repeated it in the afternoon and at home in the evening for their parents, who were instructed to listen to their children for at least ten minutes a day. The initial reading was supplemented through use of the overhead projector and transparencies of the reading books. Story continuity was not broken nor were new words analyzed while reading progressed. New words were supplied by the teacher during the first reading, which was a choral reading. The reading materials consisted of ten preprimers, six primers, four first grade books, three early second grade books, and ten supplementary books at varying levels. Titles and publishers of all the materials were listed. Although the experiment was not controlled, certain observations were warranted. Pupil and parent interest was high. Third grade teachers reported that their classes (the first participants in the experimental program) were significantly advanced in reading interest and ability. Although results of the Bond-Clymer-Hoyt Developmental Reading Tests did not show significant differences between the experimental and regular classes, the experimental classes scored slightly higher. The general increase of interest in the program appeared to influence positively the results in all classes.

139. ED 002 588
Oral and Non-Oral Methods of Teaching Reading by an Auto-Instructional Device.
By: McNeil, John D. & Keisler, Evan R.
Los Angeles, Calif.: University of California. Pub Date: Jun 1963
EDRS Price MF-$1.00 HC-$8.28 198P.

Descriptors: Reading Programs, Teaching Methods, Programed Teaching, Kindergarten, Auto-Instructional Aids, Oral Responses.

An attempt was made to determine whether there exists any relationship between oral response in learning to read and achievement in recognition and understanding of written words and sentences. The technique of programed instruction was chosen for an experiment with 182 kindergarten children. Three aspects were investigated: an experimental phase, a follow-up of the learners' progress, and an application of the auto-instructional program in the kindergarten. Oral response by beginning readers facilitated the recognition and comprehension of printed words and sentences. The oral response was of significant value even though the post-test called for silent reading. It was concluded that the act of vocalization during instruction was an aid to the beginning reader. Follow-up study results suggested that inferiority of boys in learning to read may be attributable to social influences in the classroom. The principal finding was documentation of the great range in individual reading progress.

140. ED 002 589
Individualized Reading and Programed Instruction.
By: Cohen, S. Alan
Programed Instruction, 3. Pub Date: Apr 1964
EDRS Price MF-$0.25 HC-$0.32 4P.

Descriptors: Programed Instruction, Self-Directed Learning, Remedial Programs, Teachers, Instructional Centers, Individual Study, Teaching Methods, Responsibilities, Individual Reading, Special Education, Reading Centers, Faculty, Pacing, Enrichment, Reading.

A model reading approach to increase the quality and quantity of reading instruction in the classroom is presented. The criteria of good teaching methodology are that programs should meet individual student needs, that a program's level of content should be tailored to the individual student's level of capacity and achievement, that the speed of teaching should be matched to the individual's learning rate, and that a program should intensify learning by maintaining a high frequency of student response. Programs can meet these criteria better than can traditional methods if they have enough flexibility to allow for adjustment to individual levels of content and speeds of teaching. Programers should analyze the specific operations involved in reading, should program a number of self-instructing packages for each operation, and should offer them to the teacher to match individual students' needs. By building plateaus, branches, and acceleration into the programs and by providing a number of short packages for each specific operation, programers can provide for individual levels and speeds. A hypothetical individualized, multiprogramed, self-instructional reading center is described. Each student, on the basis of a detailed diagnosis, would begin a core program at his appropriate need level. Seated alone or with small groups with similar needs, he would proceed at his own pace at skill stations in a learning center. Supplementing the core program would be branches for remedial work, extra instruction, enrichment, and acceleration. The teaching methods would be very varied. The teacher would match materials and techniques to individual needs.

141. ED 002 591
Teaching of Reading.
By: Wardeberg, Helen L.
Albany, N.Y.: University of the State of New York, State Education Department. Pub Date: 1963
EDRS Price MF-$0.75 HC-$5.60 137P.

Descriptors: Elementary Education, Language Arts, Curriculum, Reading, Study Skills, Materials, Evaluation.

Contained in the guide is information on the basic skills to be included in any instructional program in reading, on the development of a guided program for individual and personal reading, and on the evaluation of a reading program. The objective is to help each child become as efficient and diversified a reader as his abilities permit. No lesson plans or lists of activities are given. Rather, the emphasis is on the understanding of the skills to be taught and various ways in which they can be built. Vocabulary skills necessary to master in a reading program are word recognition, word analysis, phonics (the ability to associate letters and groups of letters with the sounds they represent and to synthesize the sounds into words), structural analysis (the attempt to find in an unknown word known structural elements that can help derive meaning), dictionary skills, and pronunciation ability. The comprehension skills of understanding, interpreting, and appreciating should also be developed. The study skills emphasized are locating information to be read, reading pictorial materials, organizing material read for recall, and adapting techniques to situations specific to each content field. The place of oral reading skills in the instructional program, in audience situations, and in the content fields is described. Throughout the chapter the reader is referred to other publications for specific teaching methods and materials. In addition to teaching the basic skills, teachers should help their pupils develop the habit of personal and individual reading. If the proper reading materials and planned reading experiences are chosen from current materials, classics, trade books, and informational books, a lifelong habit of discriminating reading will be established.

142. ED 002 592
Elementary School Reading Centers.
Milwaukee, Wis.: Milwaukee Public Schools, Special Education Department. Pub Date: 1963
EDRS Price MF-$0.25 HC-$0.60 9P.

Descriptors: Elementary Education, Reading Improvement, Reading Centers, Admission Policies, Progress Evaluation, Test Results, Reading Gains, Placement.

Elementary reading centers for the year 1962-63 served more students of average ability than students of high or low ability. Average reading gain per student was noted at approximately one year. Names of intelligence tests and achievement tests (both silent and oral reading) and the number of times they were used are given. Students came from schools with an 8th grade top as well as schools with a 6th grade top. The average number of months in the center was 7.5 months for those students from the 8th grade top schools, and 8.5 months for children from the 6th grade top schools. The additional length of time for the children in the 6th grade top schools may be a factor in their gain being comparable to that of children in the 8th grade top schools. Enrollment of classes was usually below 50, and in some cases was between 35 and 40. Teacher, parent, and student comments on the effectiveness of the program are included. A special handbook prepared for the use of reading center teachers, administrators and other interested personnel is given. Testing and teachers' judgments determine which children are eligible for remedial help, and those children eligible are invited, rather than assigned, to a reading center. Upon attainment in reading commensurate with their mental ages, pupils are excused from further attendance in the reading center, but careful observation of them continues in the classroom to see that achievement is maintained. The testing program, admission policies, organization of classes, and evaluation of pupil progress are explained. Tests used were: Lorge-Thorndike and California Test of Mental Maturity for intelligence; Gilmore and Gates for oral reading; and Iowa Basic Skills, California, and Gates Reading Survey for silent reading. Suggested remedial aids include McCall-Crabbe Standard Test Book, Practice Readers, and Readers' Digest Skill Builders.

143. ED 002 593
Experimental Development of Variability in Reading Rate in Grades Four, Five, and Six.
By: Harris, Theodore L.
Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, Cooperative Research Prog. Pub Date: 1955
EDRS Price MF-$1.00 HC-$9.88 246P.

Descriptors: Testing, Reading, Testing Material, Reading Speed, Evaluation, Psychology, Elementary School, Reading Style, Intermediate Grades.

Methods of testing, evaluating, and teaching reading in the fourth, fifth, and sixth grades are described. Construction and design of experimental tests of variability in reading speed are discussed. Design was based on the rationale that a meaningful reading-time score directly related to the subject's purpose for reading. While reading speed may be directly expressed in time units alone, attention was focused upon a derived rate of reading score in relation to degree of comprehension and in some cases to a specified purpose for reading. Words-per-minute scoring was not given preference, as eye-movement photography had shown that the focus of attention in rapid reading is upon key words within thought units, suggesting that the act of reading is one of selection of words which advance continuity of ideas. Multiple choice was the most usual technique used for measuring comprehension. Passage content, style, familiarity, structure and sentence complexity were considered significant and amenable to experimental control. Psychological tension was measured with a Gibson 8 Channel Polygraph. Galvanic skin response, muscle tension, handwriting speed, and legibility of writing were also considered. A significantly greater portion of children showed lower levels of tension in reading tasks than in subsequent recall tasks. Individual variability indices of the relative adjustment of reading time for the three reading purposes are not different from one intermediate grade level to another. Reading time in seconds or reading rate in words-per-minute, however, does change significantly during this period, if children become more efficient in later grades, but they do not increase in adjustment of reading speed to specific purposes.

144. ED 002 594
Reading Readiness in the Kindergarten.
San Jose, Calif.: San Jose Public Schools.
EDRS Price MF-$0.25 HC-$2.24 55P.

Descriptors: Reading Readiness, Concept Building, Auditory Perception, Kindergarten, Experience Charts, Number Readiness, Language Growth, Visual Discrimination, Vocabulary Building.

Reading readiness in young children is influenced by several factors. Physical factors of visual and auditory acuity, motor coordination, and general good health contribute to readiness. Socially, the child must be self-reliant, cooperative, and able to share with others, have good listening habits, and be able to assume responsibility. Mental maturity plays another important role in preparing to read. The child should have a mental age of about six and one-half years, should be emotionally secure, and should have a good memory span and speech habits. The environmental factors which influence reading readiness are good pre-school instruction, enrichment experiences, and satisfactory home and school condition. The acquiring of reading readiness is a process which must be developed by the teacher. Lesson suggestions to develop skills in the following areas are presented as teacher guides: left to right eye movement; interpretation of pictures; classification of relationships; identification of sounds and initial consonants; visual discrimination of likenesses and differences in shape, direction, detail, pairs arrangement, letters, and words; memory games; and the building of color vocabulary. The experience chart is discussed as an effective means of developing language skills. The chart consists of short sentences dictated orally by the class and written by the teacher on the board or a chart. The sentences go together to record a group-wide experience. The development of number-readiness through planned and incidental experiences is also discussed in the teachers' guide.

145. ED 002 595
Individualized Reading Vs. Group Reading.
By: Dolch. Edward W.
Elementary English. Pub Date: Dec 1961 & Jan 1962
EDRS Price MF-$0.25 HC-$0.88 19P.

Descriptors: Reading, Reading Interests, Social Learning, Individual Reading, Teaching Conditions, Phonics, Group Reading, Reading Skills, Progress Records, Vocabulary, Sight Vocabulary.

The individualized method of teaching reading is being used in schools throughout the country, and more and more schools are beginning to try it. The monograph was prepared to help those interested in individualized reading to understand the method, the problems which may arise, and how it compares, in detail, with the method of group reading. Individualized reading implies that the children are seated at their desks in a classroom, each with a different book he has selected. Each child receives individual help from the teacher and participates in sharing what he has learned with the other children. The individualized method assumes that "special need" groups will be used to learn certain skills such as phonics. Problems discussed include teacher control over the class, class size, and the supply of enough books to support the program. There are no clear solutions, but satisfactory results have been achieved through ingenuity and resourcefulness. Experiments to measure the comparative value of individualized reading to group reading have not led to a decisive conclusion because of the difficulty in comparing equal teachers working equally hard, children of equal background and intelligence, equal time and emphasis, and equal class sizes. Such results as the growth of children's enthusiasms for reading because of the individualized method are measured. It seems likely that both methods will take a place in the repertory of a skilled reading teacher.

146. ED 002 596
Developmental Reading and Enrichment Guide.
Carmichael, Calif.: San Juan Unified School District. Pub Date: 1964
EDRS Price MF-$0.75 HC-$5.32 132P.

Descriptors: Reading Skills, Language Arts, Language Enrichment, Curriculum, Phonetics, Literature, Teacher Education, Elementary Education.

Methods and skills to be developed in the reading programs for grades one through twelve are tested. Eleven basic skills are considered, including reading for a purpose and following a sequence of events. Phonetics and word analysis for kindergarten include consonants, rhymes, vowels, and language activities. Such skills, in addition to writing, simple outlining, and reading comprehension, should be reinforced in the first and second grades. Reading skills should be extended in the third grade to include accents and syllabification. An overview for the fourth through sixth grades includes reinforcement of previously learned skills and the introduction of dictionary usage, history of the language, and letter-writing. In the seventh and eighth grades, students should be encouraged to read thoughtfully, listen intelligently, express themselves effectively, and think critically. Individual reading is stressed and diagnostic chart reading methods are included. A coordinated program for the academically able student includes activities, games, and methods to help extend reading experiences. Two bibliographies are appended--one for the teacher's use, and one to be distributed to pupils.

147. ED 002 598
Individualizing First-Grade Reading According to Specific Learning Aptitudes.
By: Harris, Albert J.
New York, N.Y.: City University of New York, Office of Research and Evaluation, Div. of Teacher Education. Pub Date: Apr 1965
EDRS Price MF-$0.25 HC-$0.92 21P.

Descriptors: Reading, Testing, Phonics, Elementary Education, Teaching Methods, Teacher Education, Evaluation, Curriculum, Learning Aptitudes, Visual Perception.

Three approaches to the teaching of reading considered were the visual, the phonic, and the kinesthetic. The Lee-Clark Reading Readiness, the Gates Auditory Blending, the Wepman Auditory Discrimination, the Bender Visual, the Motor Gestalt, and the Queens College Motor tests were administered in the first school month to a first-grade class. Blending was dropped, however, because of its difficulty. The hypotheses supported were: that children who score low in reading readiness tests of visual perception will benefit when taught by a kinesthetic or phonic method, and that children with relatively high visual-motor or auditory perception pretest scores will benefit more from such instruction than children who score low in all three kinds of pretests. The twenty children given special instruction during individual conferences achieved better in reading than predicted statistically on the visual perception scores, but no significant association could be established with either the specific method of teaching used or the presence of presumed aptitude for that method. Test scores are included.

148. ED 002 599
Measurement of Reading Skills in Lower Socioeconomic Status Children.
By: Weiner, Max & Feldmann, Shirley
Philadelphia, Pa.: American Psychological Association Conference.
Pub Date: 1963
EDRS Price MF-$0.25 HC-$0.68 15P.

Descriptors: Reading Skills, Measurement, Reading, Reading Achievement, Test Construction, Culturally Disadvantaged, Socioeconomic Level, Test Results, Socioeconomic Factors.

A reading prognosis test to measure future ability, based on present skills and knowledge, of children from different socioeconomic levels was conducted. It sought to avoid two major shortcomings of standardized reading readiness tests, (1) that few children of low socioeconomic level were included in the norms and therefore scores of these children were not only at the low end of the scale but were clustered among a few numbers, and (2) that no clear differentiation among underlying skills was given. A sample of children was drawn, with equal numbers from lower and middle socioeconomic levels. The test was constructed to yield scores in three areas, all containing sub-areas. Two of these, perceptual discrimination and language, were designed to measure skills necessary to both beginning and advanced reading. The third area, beginning reading skills, was designed to measure the child's present status. Three studies were undertaken. In each case, later in the school year a reading achievement test was used as a validity criterion. Normal variability was found in all socioeconomic groups. It was concluded that potentially poor readers can be identified before formal training in reading takes place and that their skill deficiencies can be ascertained. Tables giving test scores and intercorrelations were included.

149. ED 002 600
Are Reading Readiness Materials Necessary in the First Grade?
By: Fry, Edward
New Brunswick, N.J.: Rutgers, The State Univ. Pub Date: Feb 1965
EDRS Price MF-$0.25 HC-$0.26 7P.

Descriptors: Reading Readiness, Test Results, Materials, Reading Achievement, Reading Instruction, Elementary Education.

A study to determine if reading readiness materials are necessary in the first grade reveals that they are not. The experiment was conducted in public schools of a suburban middle class community in New Jersey. Tests were administered to all pupils in September of the first grade. No reading instruction had been given in kindergarten and no published reading readiness materials were used.

Pupils in the readiness group were given readiness workbooks and reading instruction in pre-primers and primers. Pupils in the non-readiness group were given reading instruction in pre-primers and primers of a different, but comparable, series. Each class in both groups was divided into three separate reading groups. When tests were administered in December, nonreadiness groups were definitely ahead in progress, undoubtedly becuase more time was spent in teaching reading. Tables showing results of testing accompany the text.

150. ED 002 601
A Program of Sequential Learning in Reading Skills, Grade Designation of Reading Skills, and Teacher-Made Diagnostic Tests.
By: Byrd, Charlene
Syracuse, N.Y.: Syracuse Public Schools.
EDRS Price MF-$0.50 HC-$2.48 60P.

Descriptors: Reading Skills, Sequential Learning, Elementary Education, Language Arts, Reading Comprehension, Experimental Programs, Developmental Reading, Reading Tests, Curriculum Planning, Culturally Disadvantaged.

Presented is an experimental outline of a program designed to teach basic skills needed for word recognition and understanding, in addition to other aspects of total reading skill. Part I presents components of sequential learning in reading skills, consisting of word perception, word identification, word meaning, comprehension, critical reading, and good study habits. Each skill is presented in its respective section, and basic skills contributing to that skill are outlined. In Part II, skills are presented in the order in which they should be taught. A sequential outline is presented covering skills to be attained before grade one through the seventh grade. Specific teaching techniques are suggested regarding each of the particular skills to be reviewed at each grade level. Part III presents an informal teacher-made diagnostic test designed to test the degree of student achievement with each skill. The test is designed to supplement the Iowa Basic Skills Test, used only to test vocabulary and reading comprehension.

151. ED 002 602
Morgan State College Institute for Teachers of Disadvantaged Youth--The Reading Center.
By: Altman, Pauline
Baltimore, Md.: Morgan State College
EDRS Price MF-$0.25 HC-$0.48 10P.

Descriptors: Culturally Deprived, Teaching Techniques, Retarded Readers, Demonstration Centers, Beginning Reading, Elementary Level, Teacher Training, Student Needs.

The Center attempts to adapt methods and materials to prevailing circumstances, to ascertain and utilize already available reading and language responses of children--meager as they may be--and to lead children through carefully paced responses which evoke approval and subsequent progress. The reading specialist demonstrates appropriate techniques, and student teachers are later provided an opportunity for working with children, emulating techniques, experimenting with their own creative approaches, and evaluating children's responses. Ten "retarded readers" taught in the center have completed the third grade. Other than the one-half hour daily of work in phonics, the children engage in a variety of planned sensory and linguistic experiences. Certain environmental factors in the home create problems and deficiencies among culturally deprived children. For example, parents may speak only in concrete terms. Thus the child is unable to think and speak abstractly. The teacher can help the child develop by using varied types of questions and written materials which aid classification and relationship perception.

152. ED 002 603
A Model Program for Remedial Reading.
By: Cutts, Warren G.
Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education.
EDRS Price MF-$0.25 HC-$0.88 20P.

Descriptors: Reading, Remedial Reading, Reading Centers, Reading Clinics, Play Therapy, Group Therapy.

Whenever it becomes necessary for a pupil to receive extra help outside the regular classroom, he is involved in remedial reading. Remedial instruction is more highly individualized than regular reading instruction, and is tailored to individual needs on the basis of diagnostic testing. Motivation is important in all remedial instruction, for pupils have usually experienced years of failure and frustration before being referred for remedial work. Such factors as intellect, constitution, environment, emotion, and education, are recognized as causative in relation to reading failure. Remedial instruction should not be attempted without some form of diagnostic testing. Results of diagnostic tests should be regarded as tentative and subject to revision as the instructional program progresses. Development of an adequate remedial reading program depends upon suitable facilities and personnel. Remedial reading teachers should be successful classroom teachers of reading at the level on which they are to work with remedial cases. They should have university training for reading specialists or should serve an internship in a reading clinic. The reading center should have a director, full-time psychologist, assistant to the director, and two full-time secretaries. The clinic teachers should be familiar with both group and play therapy techniques. Instruction should be highly individualized. The reading center and each reading clinic should be equipped with large quantities of reading materials of every description on every instructional level and in every area of interest. The main library and materials laboratory should be located in a reading center. Each clinic should be equipped with a 16mm sound projector, at least two film strip projectors, and at least four tape recorders. Detailed descriptions to assist in planning the design of the reading center are included.

153. ED 002 604
Tentative Reading Readiness Curriculum for East Chicago Public Schools.
East Chicago, Ind.: E. Chicago Public Schools. Pub Date: Aug 1962
EDRS Price MF-$0.50 HC-$2.40 58P.

Descriptors: Primary Education, Kindergarten, Language Arts, Curriculum, Reading, Teaching Methods, Materials, Audio-Visual Aids, Evaluation, Non-English Speaking, Reading Readiness, Activities.

Objectives are to develop visual and auditory discrimination, motor coordination, social adjustments, language facility, familiarity with and acceptance of classroom procedure, interest in reading, independent thinking, number awareness, and appreciation of art and music. Unit areas follow the outline of objectives and are taught as part of the daily program rather than in a specific chronological sequence. Teaching methods are adapted to individual differences in the classroom. A pleasant and interesting classroom atmosphere stimulates the desire to learn. Although all children are creative, different forms of expression and media work best with different children, and the teacher's awareness of the suitability of various materials and techniques makes the learning process more effective. Children should be given tasks suited to their capabilities, their understandings, and their interests. They should be given the opportunity for independent study. Suggested activities for developing abilities needed for success in beginning reading include story telling, field trips, action games, dramatizations, library visits, and group discussions. A list of commercial aids which may be used as sources for ideas or activities in visual discrimination, number awareness, and music is presented. A bibliography of approximately 70 entries is included.

154. ED 002 606
Education of Migrant Children.
Tempe, Ariz.: Arizona State University, College of Education.
EDRS Price MF-$0.75 HC-$7.84 186P.

Descriptors: Disadvantaged Youth, Special Education, Compensatory Education, Curriculum, Retention, Guidance, Teacher Education, Language Arts, Migrant Children, Reading, Cultural Factors, Socioeconomic Factors, Family, Health Services, Music Education, Home Economics, Team Teaching.

Articles prepared for an education workshop on teaching the migrant child are presented. They include "When the Migrant Child Comes to School" by P. Goodwin, "The Problems of the Migrant Child" by M. Bell, "Problems Created by the Migrant" by J. Tolman, "The Sociological Problems of the Migrant Child" by G. Lewis, "Sociological and Cultural Background of the Mexican-American Minority" by A. McDowell, "Problems of Migrants" by P. Kukulski, "Problems Migrant People Face," "Teaching the Migrant Child" by I. Stafford; "The Migrant Child's Future" by E. Johnson, "Cultural Characteristics of the Migrant Child" by A. Kukulski, "Placement of the Bilingual Child" by R. Ouillette, "The Migrant Family and the School" by R. Baxter, "Teacher Attitude" by I. Murphy, "School Needs for the Beginning Migrant Child" by C. Cooper, "A Curriculum Waiting for the Migrant Child" by F. Davenport, "Let's Adjust the Curriculum to the Child" by L. French, "Curricular Changes in the First Grade" by P. Stanton, "Adapting the Curriculum to the Migrant Child" by I. Keller, "Adjustment in Reading for the Migrant Child" by D. Nichols, "Learning to Listen" by A. Clarke, "Phonics" by H. Olson, "A Climate for Becoming" by L. Byars, "Help Him Improve His Self Concept" by D. Rhodes, "The Feeling of Not Belonging: A Problem of the Migrant Child" by C. Anderson, "Lack of Community Interest in Problems of the Migrant" by B. Anderson, "Health Problems of the Migrant People" by C. Judy, "Health Problems of the Migrant" by H. Roosen, "The Migrant and His Health Problems" by V. Ramsey, "Migrant Housing and Sanitation" by R. Billingsley, "The General Music Program and How it Affects the Migrant Child" by C. Coor, "Practical Home Economics for Culturally Deprived Girls" by M. Belcher, "Integration of Migrant Children with Resident Children Through Team Teaching" by A. Hollingshead, "Adjustment of the Migrant Child Through Drama" by C. Lorenz, "Team Teaching--Animate and Inanimate" by M. Robinson, "Adapting the Kindergarten Program for the Migrant Child" by G. Butler, "Dropouts" by W. Hawks, "Homework and the Migrant" by P. Aragon, "Curriculum Needs for the Migrant Child" by W. Tolman, "Intergroup Relationship in the Classroom" by P. Granger, and "Remedial Reading Techniques," by R. Lauman.

155. ED 002 617
Mexican-American Seminar.
By: Careers for Youth and the Mexican-American Community of Phoenix, Arizona.
Phoenix, Ariz.: State Employment Service, Employment Security Commission. Pub Date: Jan 1963
EDRS Price MF-$0.50 HC-$3.32 31P.

Descriptors: Elementary Education, Secondary Education, Pre-School Education, Mexican-American, Culture, Spanish-American, Dropout, Motivation, Employment, Political Pressure, Emotional Problems, Teacher, Language Arts, Remedial Reading, Special Education, Cubans, Bilingual Child, Spanish-Speaking.

A series of speeches delivered at a seminar on educational innovations for the Spanish-speaking child is presented. Representative speeches are discussed. The Latin-American in the Southwest is a conglomeration of many cultures and peoples. He composes the newest immigrant and the oldest settler, the haughty Spaniard and the stolid Indian. His loyalty to his country is unquestioned, yet he is often excluded from participation in the larger society. Political pressure is a means to help the Latin-American whose resources can greatly contribute to the society and culture around him. A pre-school program for non-English speaking children came into being as a result of concern about children who entered the first grade without knowledge of English and who consequently developed emotional problems, did poorly throughout school, and became dropouts. To enable non-English speaking students to communicate with teachers upon entering school, a program of 120 hours of instruction was organized; it stressed a 400-basic word vocabulary. Denver Public Schools have many programs underway to improve educational opportunities for bilingual children without necessitating segregation. The programs emphasize the exceptional child, reading and speaking improvement, summer school, and teacher workshops. Other topics presented include the Mexican-American student and parent, the teaching of English to Spanish-speaking pupils, dropouts, special bilingual programs, an analysis of data on Spanish-speaking peoples, and motivation to be stressed in areas of education and employment.

156. ED 002 631
Reading Supplement to Curriculum Guide for Texas Migratory Children.
Austin, Tex.: Texas Education Agency. Pub Date: Dec 1963
EDRS Price MF-$0.50 HC-$3.12 75P.

Descriptors: Language Arts, Special Education, Compensatory Education, English, Reading, Materials, Textbooks, Testing, Migrant Education, Teaching Methods, Study Skills, Disadvantaged Youth.

Curricular guides to the teaching of reading to migrant children in grades one through six are presented. Objectives are to teach such essential skills in word recognition as contextual clues, word form clues, phonetic analysis, and structural analysis. The teaching of such cognitive skills as apprehending the main idea, finding supporting details, determining sequence, following directions, drawing inferences, following sequence in events and stories, using reference material, and reacting to material read is emphasized. The curriculum is to be developed along organized lines, starting with reading readiness, and progressing to word recognition, comprehension, purposeful reading at a definite rate based on the purpose, vocabulary development, acquisition of study skills, and oral interpretation. Rather than force children to fit a particular pattern, teachers are encouraged to fit the instruction to the children and to be guided by the individual's rate of learning, stage of development, and cultural and experiential background. Programs are to be developmental and progress in orderly steps of growth. A developmental outline for teaching a reading lesson follows the following steps: building readiness to read the given selection; guiding silent reading; developing word-recognition techniques; re-reading the selection for such specific purposes as finding the main ideas, finding details, or locating information; and providing followup activities to extend the ideas gained while reading. A variety of instructional materials should be used in addition to basal and supplementary readers. The use of library books, literature, content type material, magazines, and newspapers is encouraged. Because over-age pupils may not respond well to suggested texts, teachers are advised to substitute such unconventional material as comic books and Walt Disney books when necessary.

157. ED 002 638
Promising Practices in Summer Schools Serving the Children of Seasonal Agricultural Workers--1963.
Sacramento, Calif.: State Department of Education, Bureau of Elementary Education, Div. of Instruction. Pub Date: Mar 1964
EDRS Price MF-$0.25 HC-$0.32 6P.

Descriptors: Summer Programs, Migrant Children, Special Education, Disadvantaged Youth, Summer Schools, Curriculum.

Special features of five summer school programs for children of migrant workers were presented. The Ceres Elementary School District gave junior high school level woodworking classes to fifth and sixth grade girls. Instruction in cooking and sewing was enthusiastically received by third and fourth grade girls but did not appeal to older girls. A pre-high school personal typing course was given to older boys and girls. Instrumental music classes included regular band instruction and piano lessons. Remedial and grade level work was also offered. The Earlimart Elementary School District program had a club or activity period of 45 minutes that was scheduled daily for all children. Clubs were devoted to books, science, mathematics, crafts, Spanish, French, and music. The summer school culminated with a program for parents and an exhibit of the students' work. The Imperial Unified School District held classes in conversational English for 25 children between six and eleven years of age. The program was designed to broaden oral vocabulary, but it also aimed at strengthening listening skills, encouraging the sharing of experiences and ideas, and giving opportunities for musical and artistic expression.

The three districts of Coalinga-Huron, Westside, and Oil King cooperatively sponsored a five week program. Pupils in the elementary school summer program were allowed to swim in the high school pool that was made available and staffed by the recreation department. Resources from the various schools were utilized in the science program so that the children had access to all types of audiovisual materials, equipment for experiments, and books. The Sanger Union School District offered classes in reading comprehension and speed-reading, instrumental music, new math, swimming, the emerging nations of Africa, vocal music, arts and crafts, science, and English.

158. ED 002 645
Report of the 1963 Summer School Program for Children of Migrant Parents.
Albany, N.Y.: University of the State of New York, State Education Dept., Div. of Elementary Education. Pub Date: Jan 1964
EDRS Price MF-$0.25 HC-$0.36 6P.

Descriptors: Elementary Education, Migrant Education, Migrant Parents, Summer Schools, Finances, Migrants, Unskilled, Migrant Children, Migrant Schools, Disadvantaged, Illiterate, Culturally Disadvantaged, Parents.

Summer schools of New York counties served migrant children ranging from five to fourteen years of age. The budget for these schools was allocated by the state; the amount of the school center budgets varied with their size, program, and specific needs. A typical budget guide for a two class center was given. Four centers operated state-sponsored child care units which allowed the older children to attend school while the younger ones were being cared for at the units. The centers operated for six weeks; the dates coincided with the arrival and departure of the migrant families. The programs of the schools stressed reading, writing, spelling, and arithmetic. Emphasis was placed on good health habits. The nurse gave assistance to all children and arranged inoculations. The growing concerns of education for migrant children were listed. These included: the adjustment of the program to meet the educational needs of migrant children; the development of teaching materials, real experiences, and school activities to strengthen the program; and the development of liaison with growers, crew leaders, parents, and interested local, state, and national agencies aimed at furthering the best interests of the migrant pupils.

159. ED 002 647
Use of a Checklist of Reading Skills with Migratory Children.
By: McCanne, Roy
Boulder, Colo.: State Dept. of Education. Pub Date: Jun 1963
EDRS Price MF-$0.25 HC-$0.36 7P.

Descriptors: Skill Development, Vocabulary Building, Migratory Children, Diagnostic Instruments, Teacher-Pupil Evaluations, Comprehension Skills, Reading Skills, Literary Discrimination Skills, Word Recognition Skills, Interpretation Skills, Migratory Education, Study Skills, Organization Skills, Speed Reading.

A checklist which determines areas of specific need in reading skills is presented. Once skill achievement and needs have been determined, written and oral work can be prepared to teach the needed skills to students in groups or individually. New work should be evaluated at pupil-teacher conferences, and new skills should be recorded on the checklist. When the migratory pupil leaves a school, a comment could be put on his report card indicating new skills, or the checklist itself might be sent to the next school. While the checklist is not a diagnostic instrument for use with children, it is an instrument for teacher use in planning and evaluating a reading program. The child's reading level and the skills he has learned may be determined by oral reading inventories, phonetic inventories, vocabulary and comprehension tests, assessments of interests and readiness, and tryouts of reading materials. The teacher is able to note skills which should be taught, although every skill on the checklist will not be appropriate for each child. Skills are listed in the general order of introduction to pupils, but the list is arbitrary and flexible and should not be considered definitive or exhaustive. The checklist is divided into skills in word recognition, vocabulary building, comprehension, interpretation, literary discrimination and appreciation, organization, study, speed reading, and oral reading.

160. *ED 002 660*
Pennsylvania Migrant Day Care Program and Participating Agencies.
University Park, Pa.: Pennsylvania State University, College of Home Economics, Department of Child Development and Family Relationships.
Pub Date: 1961
EDRS Price MF-$0.25 HC-$0.36 8P.

Descriptors: Day Care Centers, Summer Programs, Pre-School Education, Elementary Education, Secondary Education, Compensatory Education, Field Instruction, Teacher Education, Special Education, Disadvantaged Youth, Social Services, Finances, Migrant Workers, Child Development, Family Relationships.

A description of a migrant day care program was given. A total of 180 pre-school and school age children were enrolled in six day care centers. Some financial aid, equipment, materials, and advisory help were given to two other centers enrolling 40 more children. Funds for the operation of the centers were Federal funds, allocated to provide protective care for children by the Pennsylvania Department of Public Welfare. Private funds raised by several community and church groups enabled the centers to provide educational instruction as well as protective care. Staffs included directors and teachers experienced in nursery or elementary education, college students, community members, and volunteers. A social worker was attached to each center by the Department of Public Welfare. The centers were open from 8 a.m. to 5 p.m. five days a week. The program provided breakfast and a hot midday meal, health and educational instruction, and training in such simple skills as sewing, cooking, and using tools. Field trips, music, art, and recreation were also included. Because of their limited experiences and academic retardation, school age children were given a practical, concrete program emphasizing the basic skills of reading, writing, and arithmetic through methods close to their abilities and interests. The children attended the centers until local public schools opened in September; they were then enrolled in the regular schools. The program was considered very successful, and examples were cited of the adjustment and progress made by some of the children. The day care center staff also gained from their experiences in working with migrant children.

161. ED 002 666
Special School for Migrant Children.
Fort Lupton, Colo.: Fort Lupton Migrant School. Pub Date: 1961
EDRS Price MF-$0.25 HC-$0.72 14P.

Descriptors: Migrant Children, Meals Served, Social Living, Elementary School, Teacher Experience, Visual Aids, Parent Education, Class Size, Individual Tutoring, Reading, Arithmetic, Health, Spelling, Writing, Attendance.

Many changes have occurred in migrant children over the five years the special school has been in operation. Most notable is that the children are much cleaner and better behaved. The children are issued combs, toothbrushes, towels, and soap. Students shower three times each week and perform a daily routine of brushing teeth and combing hair. Milk and graham crackers are served during the early morning and a complete meal is served at noon. The curriculum emphasizes reading, arithmetic, health, spelling, writing, and social living. Music and crafts are not presented, since these activities are available in the camp. Attendance is the major problem. Repeatedly mentioned teacher comments were: attendance problems, retardation and need for individual tutoring, use of audio-visual materials as helpful teaching techniques, and need for informing the parents about the school program. Graphs show attendance, nationality, home base, number enrolled by age, and former school experience.

162. ED 002 675
Experience Approach to Language Arts--An Overview.
San Diego, Calif.: San Diego County Public Schools. Pub Date: Oct 1964
EDRS Price MF-$0.25 HC-$2.24 54P.

Descriptors: Elementary Schools, Audio-Visual Materials, Vocabulary Development, Language Skills, Beginning Reading, Beginning Writing, Teaching Techniques, Pupil Experiences, Library Materials, Language Arts, Listening Skills, Speaking Skills, Writing Skills, Reading Skills.

A method of teaching reading in the primary grades is presented. Skills of listening, speaking, writing, and reading are included. The language and thinking of the individual child, based upon his own experience, is the basis for all skill development. The pattern of instruction comprises the following sequence, although strict adherence to this order is not demanded of all students: initially, the child expresses his experience in such graphic forms as drawings or paintings; he next speaks to the teacher or other students about the experience which he has portrayed graphically; then he dictates his story about the picture to the teacher in his own words and the teacher writes down his words under the picture; the child begins to copy his own dictating from the teacher and gradually writes his own stories more independently; after he has written his own story in his own words, he reads his story to the class; gradually, commercially prepared books are introduced as reading material and the child understands that he can read what others have written to get ideas about which he might later speak or write. Understanding of the alphabet, phonetic analysis, configuration analysis, structural analysis, and spelling skills are all introduced in the writing program first and later reinforced in the reading program. Control of vocabulary rests in the language of the individual child as he speaks, listens, writes, and reads rather than in prescribed formulas. In this approach the language arts are taught as an integrated program so that the development of skills in one area relates to and reinforces the development of the other language arts skills. A list of reference materials and audio-visual materials is included.

163. ED 002 691
Orthographic Symbols and the Pre-School Child--A New Approach.
By: Moore, Omar K.
New Haven, Conn.: Yale University, Sociology Department.
Pub Date: Oct 1960
EDRS Price MF-$0.25 HC-$0.88 21P.

Descriptors: Pre-School Education, Motivation, Writing, Language Arts, Deontic Logic, Dictation, Pre-School Children, Orthographic Symbols, Problem Solving, Dialogue, Learning, Reading, Typewriting, Environments, Composition.

Experimental techniques are presented which show that it is possible for pre-school children to learn, in a relatively short time, what ordinarily are considered to be advanced skills. Pre-school children of two- and three-years of age can learn to type on an electric typewriter, to print, to read, and to take dictation. The capacity to learn these skills at an early age is not unique to gifted children. Some of the theoretical topics on which work is being done, especially those that pertain directly to the experimental techniques, include: Deontic logic, which is the formal analysis of normative relations; the logic of entailment, which is the formal analysis of strong implication and relevance; the formal analysis of interactional relations; the formal analysis of the structure of problems; and the formal analysis of the structure of environments. The four stages which have been developed for permitting children to learn orthographic symbols are: the basic reading and writing stage which is comprised of learning steps in typing, printing, and reading; the dictation stage; the composition stage; and the dialogue stage. The teacher's role is to respond immediately to the child's responses. The time limit is one hour per session per day. Children learn quickly within the context of a responsive environment. Some children are annoyed at having to stop at the time limit; others can learn for only 30 minutes of the session. A bibliography is included.

164. ED 002 733
The Nongraded Program.
By: Craigen, Eva, et al.
Milwaukie, Oreg.: Milwaukie Elementary School District.
EDRS Price MF-$0.25 HC-$0.76 17P.

Descriptors: Elementary Education, Nongraded Primary, Nongraded Programs, Reading, Abilities, Placement, Evaluation, Measurement, Curriculum.

Based on the belief that children mature at different rates of speed and should have schools geared to their individual needs and differences, the Milwaukie, Oregon elementary schools instituted a nongraded primary system. In the nongraded program, the primary is divided into nine levels rather than three grades. The work of the first through third grades is covered in the first eight levels, and the ninth level is devoted to enrichment. Because children advance to the next level only when they are individually ready, the possibilities of failure and unnecessary repetition are avoided. Placement in first year is determined by readiness tests and teacher judgments. Progress is reported through parent-teacher conferences and report cards. Classrooms are exchanged at various times for story telling or other activities; classes of two and three levels are grouped for such activities as music, so that children mix with other children and teachers at all levels. If the primary program is completed by a child in two years, he is moved to fourth grade only if his social, emotional, and physical maturity are equal to his academic progress. Otherwise an enrichment program is individualized for him. The total primary experiences of children in nongraded schools are the same as those for children in graded schools, but the time schedule is less rigid. The program is based on reading; therefore level advancement is the result of mastery of reading skills. If the child has problems in arithmetic he will get individualized help with them at his new level. The text is accompanied by charts showing ranges in mental ages, growth, and comparisons of traditional and nongraded organization.